

THE ^{1971 1972} abbot catalogue



ABBOT ACADEMY	Founded	1829—The first incorporated school for girls in New England
	Principal	Donald A. Gordon
	Location	Andover, Massachusetts 01810; 23 miles from Boston
	Enrollment	315 girls (235 boarders; 80 day students)
	Campus	45 acres; 30 buildings
	Endowment	\$2,000,000
	Library	15,500 volumes
	Financial Aid	The school currently provides \$95,000 a year in financial aid
	Accreditation	New England Association of Colleges and Secondary Schools Independent School Association of Massachusetts National Association of Independent Schools

TELEPHONE Abbot Academy telephone number: Area Code 617 - 475-3562

This number connects all departments. Telephone calls may be received by the students through this number. Except in cases of emergency, calls during class time and evening study hours should be avoided.

The switchboard is open Monday through Friday from 7:30 a.m. to 9:30 p.m., Saturday 8:00 a.m. to 11:30 p.m., and Sunday 9:00 a.m. to 9:30 p.m. Girls may be reached for emergency calls after 9:30 p.m. by calling their Resident Advisors or the Guard on 475-3567 who will deliver the message. The Dean of Students may be reached at 475-6599.

**INNS AND MOTELS
IN THE AREA**

Andover Inn — Chapel Avenue, Andover Tel: 475-5903

Sheraton Rolling Green Motor Inn
Lowell St., Andover Tel: 475-5400

Merrimack Valley Motor Inn
Route 125, Chickering Rd., No. Andover Tel: 688-1851

Abbot Academy

CALENDAR 1971-1972

September	10	Friday	Registration, 10:00 a.m. to 4:00 p.m.	Fall Term
	11	Saturday	Orientation Weekend. Required of all Day	
	12	Sunday	Students as well as Boarders	
	13	Monday	Classes begin	
October	18	Saturday	School Picnic. Required of ALL Students	
	23	Saturday	PSAT — Senior-Mids	
	26	Tuesday	Alumnae Days	
	27	Wednesday		
November	6	Saturday	SAT — Seniors	
	12	Friday	Parents' Weekend	
	13	Saturday		
	14	Sunday		
	20	Saturday	Fall Term examinations begin	
	21	Sunday	Thanksgiving Vespers	
	24	Wednesday	Fall Term examinations end. End of Fall Term — Thanksgiving recess begins at noon or after last exam	
	29	Monday	6:00 p.m. End of Thanksgiving recess	

November	30	Tuesday	Winter Term begins. Classes Resume	Winter Term
December	12	Sunday	Christmas Vespers	
January	15	Wednesday	1:00 p.m. Christmas vacation begins	
	5	Wednesday	6:00 p.m. Christmas vacation ends	
	6	Thursday	Classes resume	
	8	Saturday	Achievement Tests — Seniors	
March	6	Monday	Winter Term examinations begin	
	9	Thursday	Winter Term examinations end. End of Winter term	
			Spring vacation begins at noon or after last exam	
	26	Sunday	6:00 p.m. Spring vacation ends	

March	27	Monday	Spring Term begins. Classes resume	Spring Term
April	15	Saturday	SAT — Senior-Mids	
May	6	Saturday	Achievement Tests — Senior-Mids	
	13	Saturday	Alumnae Day — Bazaar	
	15	Monday	Advanced Placement Tests — Seniors	
	19	Friday		
June	4	Sunday	Baccalaureate Service	
	5	Monday	Spring Term examinations begin	
	8	Thursday	Spring Term examinations end. End of Spring Term	
			Class picnics	
	9	Friday	Last Assembly — Preps and Juniors depart by 11:00 a.m.	
	10	Saturday	Commencement	

Attendance is required at the following school functions:

Morning assemblies	Christmas Vespers
School picnics	Academic and sports award assemblies
Thanksgiving Vespers	Baccalaureate

Occasionally some change in the school calendar is necessary. If this occurs, parents will be notified well in advance.

**REQUIRED
ATTENDANCE**



Every school should seek, at any moment in its history, to act on its recognition of the time-honored truth that great purposes are constant, while the conditions for such purposes require ceaseless adaptation. Our goal persists; ways and means are not immutable. While mindful of its traditional past, Abbot today seeks to hold the initiative in answering the challenge of our times, which centers on the tension between the condition of many of our young people and the assumptions which have governed American pedagogy for so many years.

Abbot presupposes that a majority of its students wish to pursue serious work at institutions of higher learning, and to this extent it is a "college preparatory school." But its purposes are, ultimately, broader than this image has traditionally implied.

While the center of such preparation continues to be the curricular program, Abbot recognizes that the presence or absence of a truly positive, supportive environment plays the primary role in aiding or fracturing a student's chances of building a constructive attitude toward demanding curricular experience. Consequently Abbot in recent years has primarily emphasized its environmental quality, while working to broaden and strengthen the curricular fare offered.

An Abbot student lives in an open context, faced with a rigorous program. She will be helped to mobilize herself effectively, but not compelled to do so. Thus Abbot is a place to be used well, not merely to be endured. The Abbot student will discover a rapidly expanding role for herself in managing and directing her emerging life, and an abundance of support and help in carrying on her quest for integration and identity. Abbot embraces its preparatory function, but also recognizes that without a constructive, humane, and open environment as a base, our efforts to serve that function are doomed to failure.

A major ingredient in her development is, obviously, a developing understanding of the opposite — i.e. equal and complimentary — sex. Our coordination in matters curricular, extracurricular, and social with Phillips Academy is evolving toward a progressively more natural and positive overall coeducational context, one in which girls and boys may simultaneously enjoy one another's company, work together on myriad tasks and opportunities, and thus move toward an understanding of each other as complimentary human beings, designed to live and work together in free and respectful association during their adult lives.

Abbot believes that the combination of a supportive environment and a demanding program affords young people the best chance to discover the essential rigor and joy of becoming independent and mature while being helped through the strains and confusions that necessarily beset adolescence. Our faith in coeducation rests primarily on our recognition of the fact that while America has offered traditional education per se to boys and girls,

it has not adequately sought to include education about men and women as social beings. Our aim is to accomplish something practical in this area as well as in more traditional areas.

Thus we hope that via this comprehensive process the Abbot student will develop her own abilities further — we do not seek to "produce Abbot girls" — and that she will incline progressively toward a sensitive regard for others, and a tolerance for the varied and many needs of society as a whole. Abbot trusts that progress in these areas constitutes the quality of beginning that is essential to a person's becoming herself fully and, in the process, good for and to the world she lives in.

Donald A. Gordon



Criteria for admission include previous school records, standardized testing, recommendations from the present school, a personal interview, individual interests and abilities — information useful in identifying girls who will actively contribute to and benefit from the academic and community life at Abbot.

Candidates are asked to take the Secondary School Admission Test (SSAT), which is administered several times a year at centers throughout the United States and abroad, preferably not later than December preceding the desired year of entrance. Registration bulletins for the SSAT are available from either the Abbot Admissions Office or the Educational Testing Service, Box 922, Princeton, New Jersey 08540.

Personal interviews are a nearly indispensable part of the admissions procedure. The Admissions Office is open five days a week, and we request that unless distance prevents, each candidate plan to visit Abbot on a weekday prior to the application deadline. Campus visits enable candidates to speak with a member of the admissions staff, to meet and talk with Abbot students, and with previous notice, to visit classes. Appointments may be arranged by writing or telephoning the Admissions Office.

Early application is highly desirable, and application should be made by February 1 at the latest in order for a girl to be considered for the following year. All candidates whose applications are completed by February 1 will be notified on February 25; candidates admitted to Abbot will be expected to reply by March 15. Applications received too late for processing by the February 25 notification date will continue to be given full consideration for any openings which may occur during the spring and summer.

A limited number of candidates are admitted each year under the Early Decision Program. This program is designed for clearly qualified candidates who wish to apply to only one school. Applications must be submitted in early fall, and candidates are notified before Christmas. Candidates not admitted under the Early Decision Program are still eligible for consideration at the regular admission time in February. The Admissions Office will supply specific information concerning the Early Decision Program upon request.

Candidates may apply to enter any of the four classes: Preparatory (9th grade), Junior (10th grade), Senior-Middle (11th grade), and Senior (12th grade), although it is rare for the school to admit a single-year senior.

A fee of \$20 is required with each application, and there is a registration fee of \$200 when a girl is admitted and accepts in turn the place reserved for her. The registration fee is applied to the first tuition bill.

Candidates who anticipate requesting financial aid from Abbot should read carefully the section of the Catalogue headed "Financial Aid." Communications should be addressed to:

Mrs. Faith H. Kaiser
Director of Admissions
Abbot Academy
Andover, Mass. 01810

FINANCIAL AID

Each year Abbot awards a substantial number of partial tuition scholarships, based solely on financial need. Such financial aid grants are rarely given for more than half tuition, and the average is lower. We require the parents of all financial aid applicants to complete the Parents Financial Statement from the School Scholarship Service in Princeton, New Jersey, and a supplementary Abbot Scholarship Form. The School Scholarship Service sends Abbot a confidential estimate of how much assistance a girl will need from Abbot.

A girl's relative ability or inability to finance her own education is not a criterion in the decision to admit her to the school. Only after she has been offered admission is a girl's financial status considered. The school makes an effort to ensure each girl who is admitted of enough financial aid to enable her to come to Abbot, but admission of a financial aid candidate to Abbot does not guarantee that a scholarship will be provided. Scholarship notifications are sent to new girls shortly after the February 25 notification date.

Abbot scholarships are one-year grants, and are reviewed each year according to possible changes in families' financial situations. Financial aid awards are confidential, and the recipients are simply required to maintain a satisfactory academic standing and to be good citizens of the school.

Parents of current Abbot students requesting renewal of scholarships and parents of candidates for admission to Abbot who will be requesting financial aid should request School Scholarship Service forms from our Admissions Office early in the school year. **CURRENT STUDENTS AND NEW CANDIDATES MUST SUBMIT THE PARENTS FINANCIAL STATEMENT TO PRINCETON NO EARLIER THAN DECEMBER 10 AND NO LATER THAN JANUARY 3 OF THE SCHOOL YEAR PRIOR TO THAT FOR WHICH THE AID IS REQUESTED. BECAUSE OUR SCHOLARSHIP FUNDS ARE LIMITED, WE CAN OFFER LITTLE HOPE OF FINANCIAL ASSISTANCE TO FAMILIES WHO HAVE NOT SUBMITTED THE FORMS BY JANUARY 3.**





Academic Program



Academic Program

Abbot's program is strange but not uniformly conventional. We offer a variety of subject areas and teaching approaches designed to sharpen each girl's sensitivity and awareness about herself and her environment. Since most of our students enter some form of college, we concern ourselves with the fullest possible preparation for that experience as well as the world beyond.

In keeping with this purpose, we recognize that a solely abstract form of study is inadequate to the challenge of our time. Consequently, there are some classes which use immediate experience, here and off campus, instead of texts as a basis for intellectual inquiry. There are many methods and styles of teaching to be encountered here, and a student at Abbot should be prepared to seek a wide overall pattern to her education rather than a narrowly defined path.

Critical and evaluative skills are as important as quantitative knowledge, and thus both are emphasized equally. Such curricular breadth is more difficult to administer and evaluate than a more homogeneous curriculum would be, but this is a choice Abbot makes deliberately and enthusiastically, certain as we are that young people today need a rich diversity of modes to measure themselves against. The world demands that they be adequately prepared as people as well as intellectuals.

Some of the classes at Abbot are small and informal seminars; some combine discussions and lectures; but all emphasize the importance of a girl's thinking for herself and expressing her ideas clearly and convincingly in writing and speaking. The average size of the class section is 14; the student-teacher ratio is 7:1.

The challenge today is to the critical awareness of a student, not to his memory; it is to his confidence in himself, not to his quantitative capacity for assimilation. The locus of educational priority in our time has moved from possession of approved knowledge to the use of learned skills in meeting all subsequent experience and knowledge. Awareness and skill are primary; inert knowledge is secondary, instrumental. What has occurred in today's pedagogy is an important shift of emphasis, not a wholesale displacement of earlier priorities.

A young person entering our world must be personally ready, in addition to being well-informed.

Coordination with Phillips Academy takes place on an experimental basis. Few departments are fully coordinated, but many on each campus now offer courses to students from both schools. Students in art and modern languages are placed in sections for which they are best qualified, and may find themselves on either campus. More limited cross-enrollment exists in English, history, classics, science, music, religion, and mathematics.

**Coordination with
Phillips Academy**



Abbot operates on a trimester system. Major courses are usually year-long, but at the upper levels an increasing number of term-contained (1/3 year in length) Majors have been introduced. Any three term-contained courses which can be scheduled in sequence earn the same credit as one year-long Major. A variety of Minor courses exist to provide background for further work or to give balance and exposure to music and the arts. These may be year-long or term-contained. A few such shorter courses are required by the end of the tenth grade — Speech for the ninth grade, and Humanities X and Human Sexuality for the tenth grade. Although certain combinations of minor courses may be counted for credit, it is assumed that the 16 credits required for graduation will normally be achieved through satisfactory completion of Major courses. Course levels and subjects are determined by student preferences, made after close consultation with the faculty advisor. Placement questionnaires are sent to new students in the spring. Grades and former teacher recommendations also influence placement in classes.

16 credits (Major courses) are required for graduation. A recommended minimum course alignment is as follows:

- 4 years of English
- 3 years of mathematics
- 3 years of one foreign language
- 2 years of social science
- 1 year, but preferably two years, of laboratory science.

Substitutions may be considered and approved according to college entrance requirements and student needs. No student should take fewer than four Major courses in any one year.

Each Abbot student is under the guidance of a faculty advisor of her own choosing. This advisor will know the student well and thus have a comprehensive picture of the girl — academically, personally, and socially. With the approval of the Director of Studies, the advisor will help the student plan her program, considering her total work load and her course alignment with college admission and graduation requirements in mind. Faculty and parents are encouraged to keep in close touch with the Director of Studies and the advisor concerning each girl's progress. A written mid-term report of the student's work from her teachers, and the faculty advisor's appraisal are sent to parents or guardians in October. Term reports are sent in December, March, and June. Other reports which may be sent to parents are academic warnings and supplementary reports of achievement. A report from the Resident Advisor is sent to parents three times a year. Honor Board reports will be sent to parents, as well as reports of accumulating records which cause concern.

A small number of eleventh graders have the opportunity of spending the spring term in Washington, D.C., acting as Interns in offices of Congressmen and Senators. They live as a group in a Washington girls' school dormitory and are supervised. Only good students with ten or more Major

Course Schedule

Recommended Major Courses and Requirements for Graduation

Advising and Reporting

Off-Campus Study Programs

credits are accepted for this program. They should not carry a laboratory science in the eleventh grade if they intend to participate in the Washington Internship Program.

From time to time Abbot girls spend a full academic year in France, Germany, or Spain, with the program known as School Year Abroad. Such a year is best taken in the eleventh grade. The office of the Director of Studies will be glad to supply more information upon request.



Description of Courses

Symbols used:

- (M) — a year-long minor
- (T) — a term-contained major course
- (T₂) — a two-term major course
- A, B & C — term units of major courses — a term is one-third of the school year.
- A.A. — Abbot Academy
- P.A. — Phillips Academy
- F — offered in fall term
- W — offered in winter term
- S — offered in spring term
- 9-10-11-12 — grades for which course is offered

(Fee not to exceed \$5 per term)

A 2 period course which either introduces a girl to art or permits her to continue or to further develop abilities and interests she already has. There will be continuous reference to the principles of design and an opportunity to learn and to experiment with new techniques. There will be a balance between structured problems and free creative periods. Open to all classes.

(No fee)

Studio exercises using various materials in experimental ways are combined with slide tapes and problems using the polaroid and movie camera. The purpose of the program is to increase the student's visual awareness and to help her discover interrelationships in different fields of study. Drawing ability is not necessary.

Four unprepared class periods. In its emphasis on observation, interpretation, and organization, the course is designed to supply the basis for a critical understanding of contemporary surroundings. Along with illustrated lectures and discussion of design problems, the student receives experience in photography, two-dimensional design, and three-dimensional construction. Previous experience in art is not required.

(Fee not to exceed \$15 per term)

An exploration of possible approaches to the design of our physical environment, with the intention of relating analysis of function and structure to the need for expressive order and scale. There is a chance for the student to combine practical interests with an aesthetic and technical discipline. The course requires the student to take the initiative in solving assigned problems. Prerequisite: Visual Studies

**Course, grade level
and location**

ART — MINORS

**Studio Art
9 - 12
A.A.**

**Visual Perception
9 - 10
A.A.**

**Visual Studies
10 - 11
A.A./P.A.**

**Architecture
11 - 12
P.A.**

Art Gallery Project (Fee not to exceed \$15 per term)

12
P.A.

A small group of highly motivated students may execute a project resulting in an exhibition in the Addison Gallery. Examples of past projects include a light and sound sculpture show (Crosby and Colburn, 1970), and a Robot Theatre (Lawrence, Pratt and Kurt, 1971): "Happenings", research on the Gallery collection resulting in an exhibition, etc. By previous arrangement with the instructor.

Ceramics I (Fee not to exceed \$15 per term)

9 - 12
A.A.

Provides instruction in hand building, wheel throwing and glaze making. One double period weekly.

Ceramics II (Fee not to exceed \$15 per term)

10 - 12
A.A.

Same as Ceramics I, with additional instruction in the loading and firing of the large gas kiln. Open to Phillips Students.

Documentary Photography (Fee not to exceed \$15 per term, plus cost of supplies)

10 - 12
A.A./P.A.

Documentary photography means working with people in their environments. It is a truly human form of expression, seeking to break down barriers of fear, prejudice and self-consciousness. The emphasis in this course is on the photographic essay, and on evolving one's own creative process.

Film-Making (Fee not to exceed \$75 per year)

11 - 12
P.A.

A studio course in the use of the movie camera. Students use Super-8, or occasionally 16mm cameras, to make narrative, documentary, or animation films. Although commercial or experimental films are available for viewing, the emphasis of the course is definitely upon the making of films. Students may choose to work individually or in groups, and are encouraged to explore whatever styles and subject matters they find most interesting. Prerequisite: Visual Studies.

Kinetic Art (Fee not to exceed \$15 per term)

11-12
P.A.

An exploration into art concerned with movement through space. After a study of the history and scope of kinetic art, students pursue individual projects ranging from mobiles and mechanized forms to electronic sculptures and color organs in search of the aesthetics of movement. Prerequisite: Visual Studies.

(Fee not to exceed \$15 per term)

Painting and Graphics

12
A.A.

An introduction to the basic concepts and techniques of painting in oils, watercolors, and acrylics and to printing, relief (woodcut, linoleum, etc.), intaglio (drypoint, etching, etc.) and silk screen. Preparatory to the preferred work in the medium of each student's choice, there will be class discussion, review of ideas, demonstrations of techniques, and assigned problems of design. Individual work will be criticized by a practicing painter and printmaker. The course will meet in the Abbot Studio. Prerequisite: Visual Studies.





(Wingate Paine Fellow) (Fee not to exceed \$15 per term, plus cost of supplies)

Taking Visual Studies as a base, the advanced students work with the idea of photography as a visual language. Using this language, the student learns to make statements about himself as an individual in his environment. Advanced techniques are used to make such statements strong and personal. Prerequisite: Visual Studies

Photography
11 - 12
P.A.

(Fee not to exceed \$15 per term)

Offers an opportunity to work in practically every material available to the sculptor today, such as wood, stone, metal, plastics, and others. It is therefore possible for the student to develop into sculpture, concepts already begun in Studio Art, as well as ideas drawn from his own experience. Individual criticism is stressed. Prerequisite: Visual Studies

Sculpture
12
P.A.

An extra charge course offered by special arrangement, probable cost \$35 per term plus supplies. Group cannot exceed 6 in number.

Weaving
9 - 12
A.A.

F/S (Fee not to exceed \$10 per term)

2 periods a week. An art minor course which may be elected for one term — enrollment limited to 4 students. Students will be expected to design and construct a finished sculpture in metal. There will be instruction in the technique of handling open wire and solid metal shapes with a study and emphasis on contemporary principles of sculpture.

Welding
9 - 12
A.A.

(T) A term-contained major, meeting with four preparations in the Spring Term. It will include discussions and commentaries on the major movements in painting, sculpture and architecture in the 19th and 20th centuries. These seminars will be accompanied by slides of representative works. Reading will include a general art history textbook such as Janson or Canaday, monographs and articles on particular movements, and catalogues of recent exhibitions, such as the 1940-70 show at the Metropolitan last year. The course will include several trips to museums in the Boston and Cambridge area.

The course will begin with a general and brief introduction into the theory of art, concentrating on the changes in the criteria of art in the modernist movements. It will discuss David, Ingres, Delacroix and Courbet as antecedents of modernity, in conjunction with the English landscape painters of the late 18th and early 19th centuries. Then, the bulk of the course will concentrate on the following movements in the late 19th and 20th centuries: Impressionism, Post-Impressionism, Expressionism and the Bauhaus movement, Surrealism, Cubism and Post-War Modernism. Prerequisite: At least one previous course in the Art Department.

ART — MAJORS

Art History
12
P.A.

Art History Seminar (A, B, C or F & W or F & S)

11 - 12

A.A.

A survey of Western art from ancient to modern times with an emphasis on the latter. Roughly half the year is spent on the period from Greek to Baroque art (18th century), and the other half on art movements of the 19th and 20th centuries such as Impressionism, Expressionism, Dada, etc. The history of photography as a creative medium is very definitely included. There is an emphasis in the course on the social environment in which a style flourishes, as any art is determined in part by the society which produces it.

The class is offered to Phillips as well as Abbot students, and combines lectures accompanied by slides and/or film, with class discussion. Reading includes Janson's History of Art, a basic text and supplemental reading in special areas as American art and photography. The course will also include "guest lecturers" and trips to Boston area museums and galleries.

Students are expected to produce several research papers and are encouraged to conduct seminar sessions on topics of special interest to them.

Ceramics

12

A.A.

(Fee not to exceed \$15 per term)

Same as Ceramics II, with the addition of a weekly lecture, required reading, and a five-hour field trip monthly. Open to a limited few by special permission.

Painting and Graphics

12

A.A.

(T₂) (Fee not to exceed \$25 per term)

Similar to the minor course; the fall term is required but either the winter or spring term may be omitted. Four class periods and an equivalent amount of outside time. Prerequisite: Visual Studies

Photography Major

11 - 12

A.A./P.A.

(Fee not to exceed \$75 per year, plus cost of supplies) Permission of instructors is required.

Designed to give students who are seriously interested in photography a chance to explore the medium in depth, the course will be limited to 12 students. Prerequisites are Visual Studies and a portfolio showing evidence of a student's ability to handle the work involved. The course will be divided as follows, but either B or C may be eliminated to allow a two-term major.

P.A.

A (Fall)

Class, 4 hours; lab, 2 hours; preparation, 2 hours. Techniques of photography, both black and white and color. An introduction to the history of photography, and a discussion of the uses of photography as a communications medium.

A.A.

B (Winter)

Documentary Photography — means working with people in their environments. It is a truly human form of expression, seeking to break down barriers of fear, prejudice and self-consciousness. The emphasis in this course is on the photographic essay, and on evolving one's own creative process. 2 hours in class; 2 hours lab, 4 hours preparation. Limited to 10 from Phillips, 10 from Abbot.

C (Spring) Abbot Academy or Phillips Academy, depending on the student's preference. Class, 2 hours; preparation, 2 hours. Work on individual projects in either documentary photography or some other area of photography. The term will conclude with an exhibit of student projects.

(Fee not to exceed \$15 per term)

This is a credit course for advanced art seniors in the Abbot studio. Class meetings will provide the time for instruction and for discussion of the principles of art. There will be practice in pencil, charcoal, and ink, drawing from life or from imagination. Specific problems will be presented to strengthen the power of free expression, individual style, and experimentation in mixed media. There will be an introduction of relief painting and intaglio, and a choice of painting in watercolor, acrylics, or oil; or of making collages and three-dimensional constructions. Four hours outside independent work is required of each student. Open to Abbot girls only, by permission of instructor.

Studio Art Major
12
A.A.

Unless indicated otherwise, there are sections of these courses offered at both schools open to students of both. It should be emphasized that at all levels there is opportunity for study and discussion of Roman and Greek mores, religion, culture, history, and related topics.

THE CLASSICS

(T)S Intensive training in the interpretation of English words by analysis of stems, based on a systematic survey of the most productive elements derived from Greek, Latin, and other Indo-European languages, with exercises designed to expand vocabulary and develop precision of understanding and expression.

Etymology
P.A.

All courses in Greek are open to students of Abbot Academy and Phillips Academy. These courses are taught at Phillips Academy, with the exception of the Abbot Greek minor.

GREEK

The course is devoted mainly to forms and the most essential principles of syntax. Text: Chase and Phillips, A New Introduction to Greek (Harvard University Press). To aid the memorization of inflections and vocabularies there are daily exercises and drill, both oral and written.

Greek 10
9 - 12
P.A.

The course is open to properly qualified students in the eleventh and twelfth grades. It covers in one year the essential material of Greek 10 and Greek 20. Texts: Chase and Phillips, A New Introduction to Greek (Harvard University Press); Xenophon's Anabasis, ed. Mather and Hewitt (University of Oklahoma Press); Plato's Apology and Crito, ed. Dyer and Seymour (Ginn and Co.)

Greek 10-20
11 - 12
P.A.

- Greek 20** The second year is occupied with selections from Xenophon's works and with an easy dialogue of Plato. Prose composition in Attic Greek is studied, the grammar is reviewed, and there is extensive work in sight translation. Texts: Xenophon's Anabasis, ed. Mather and Hewitt (University of Oklahoma Press); Plato's Apology and Crito, ed. Dyer and Seymour (Ginn and Co.).
- P.A.**
- Greek 30** The third year is spent mainly in reading selected books of the Iliad and the Odyssey. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight. Texts: Selections from Homer's "Iliad", (Appleton); Homer's Odyssey I-XII, ed. Stanford (St. Martin's Press); Euripedes' Alcestis, ed. Hadley (Cambridge University Press).
- P.A.**
- Greek 40** The fall term is devoted to selections from Herodotus, Hippocrates, Thucydides and Plato; the winter to a play of Sophocles; the spring to selections from Greek lyric poets.
- P.A.**
- Greek T** (T) or (M) Fall, Winter or Spring
- 12**
- P.A.** The course will be arranged to fit the needs of students either as a year-long minor with two prepared class periods or as a term-contained course with four prepared class periods. The course studies the Greek Old and New Testaments. It is a senior elective open to those who have completed at least Greek 20.
- Greek Minor** A beginning study of the language. Attention is given to basic comparative linguistics and etymology; also, concepts peculiar to Greek thought and intellectual history. Text: A New Introduction to Greek, Chase and Phillips (Harvard University Press).
- 9 - 12**
- A.A.**

LATIN

- Latin 10** The beginning Latin course covers basic forms and syntax of the language and fundamental vocabulary; there is consistent practice in sight translation and in prose composition of simple sentences. The purpose of the course is to prepare students for general reading in Latin prose, not solely in Caesar. Text: Chase, A New Introduction to Latin (Independent School Press). Open to Abbot girls only.
- 9 - 10**
- A.A.**
- Latin 20** This course is designed to complete the student's knowledge of basic Latin grammar and syntax, strengthen the vocabulary, and introduce the student to some variety of Latin authors. During the first term the course gives a thorough review of the fundamentals of Latin grammar and begins the reading of Caesar. In the last two terms, more Caesar is read, with the reading varied by selections from other Latin authors. Open to Abbot girls only.
- A.A.**

Students in their first year at Abbot may be placed in this section depending on the results of placement examinations.

**Latin 20 Sp.
A.A.**

Open to students of Abbot Academy and Phillips Academy. The course has a threefold purpose. Linguistically, it teaches students to read Latin with increasing ease. Historically, it presents a picture of Cicero's life and times and compares his period with our own. Culturally, it assesses the literary importance of Cicero as the creator of a prose style which influenced the literature of Europe for centuries. There is frequent practice in sight translation. In the spring term, selections from Virgil are read. Text: Latin: Our Living Heritage, Book III, Gillingham and Barrett (Charles E. Merrill Books).

**Latin 30
A.A./P.A.**

In winter term those who wish may substitute for the regular Latin 30 either Latin 33 or 35.

(T) Medieval Latin. — Fall

**Latin 33
A.A.**

(T) Plautus — Winter

**Latin 35
A.A.**

Four prepared class periods. Open to students of Abbot Academy and Phillips Academy. By a study of selections from the Aeneid and from other Latin poetry, the course introduces students to both the forms and the content of classical poetry and deals with its influence upon the poetry of the modern languages. There is constant practice in reading Latin verse aloud. The poems are studied as literature and not merely as exercises in translation. Books I, II, IV and VI of the Aeneid are read in Latin, Books III and V in translation.

**Latin 40
A.A./P.A.**

In the spring term students who wish may substitute for the regular Latin 40 either Latin 43 or 44.

(T) Livy — Fall

**Latin 43
P.A.**

(T) Catullus — Spring

**Latin 44
A.A.**

Open to students of Abbot Academy and Phillips Academy. The course is open to students who have passed Latin 40 or who otherwise satisfy the department of their fitness. It is the equivalent of the traditional freshman Latin course in many colleges. In the first term, selections from Livy's Histories are read, and the reading of Horace's Odes is begun and carried on into the second term. In the winter, two Roman comedies are read; in the spring, selected poems of Catullus and selections from Tacitus' Annals.

**Latin 50
P.A.**

(M) Reading and discussion of Horace's Odes and selected poems of Catullus, with special attention to the literary artistry of the poems, to their sources in the Greek lyric poets, and to their influence upon modern poetry. Open to properly qualified students who have passed Latin 30.

**Latin H
P.A.**

Latin S (M) This course, less demanding than Latin H, is designed for students
P.A. who have completed Latin 30 and desire to keep in contact with the language. The reading is drawn mainly from the poetry of Ovid.

Latin and Greek (M) or (T) No regular course is given, but special arrangements can be
Composition made for any student desiring work in advanced composition in Latin or
P.A. Greek, either as a term-contained course with four prepared class periods or as a year-long minor with two prepared class periods.

ENGLISH

English 10 The course will be team-taught by members of the department and divided
9 into three term-contained units. Two terms of study will focus on different
A.A. kinds of literary expression including the novel, the short story, drama, and poetry; an examination of myth and fable; a study of the hero. Representative texts: Beowulf, The Once and Future King, Rime of the Ancient Mariner, Romeo & Juliet. One term: Classroom Behavior, The Learning Experience. Abbot's experience for ninth graders calls upon each student to discuss classroom behavior, to practice more immediate ways of listening and discussing, and to relate to her teacher as a resource rather than a force or disciplinarian. Reading in this term is from a student-drawn list. Class discussions are varied with circumstance, and writing is discussed and undertaken by students. In this way the teacher, by careful observation, oversees the efforts of fifteen individuals rather than one class. Work is evaluated by each student and by the teacher in periodic comments made to the class, to the Director of Studies, and to parents.

English 20 The course will study all genres with concentration on the development of
10 both critical and creative awareness and with consideration of the ex-
A.A. pository, lyrical, and narrative approach. Representative texts: Here and Now, a Shakespeare play not taught in English 30 or 40, Paradise Lost, Moby Dick, Jahn Brown's Body.

In 1971-1972, students at the 11th grade level may elect the program of study offered by either the Phillips Academy or the Abbat Academy English Department.

Coordinated classes, taught by members of both departments on both campuses:

English 30A & B Four prepared class periods. English 30A is given in the fall term, 30B
11 in the winter. The equivalent of ten periods is spent in both English 30A
A.A./P.A. and English 30B considering principles of composition. English 30A studies three units in literature: a Shakespeare play not reserved for English 40; Pope or Swift or Fielding; Romantic Poetry. English 30B studies these three units: Ibsen or Shaw or Chekov; Hardy or Conrad; 20th Century Fiction.

Four prepared class periods. Spring Term. Teachers of English 30 devise specialized courses of study. In so far as the schedule and numbers permit, students may choose courses that meet their interests and needs.

English 30C
11
A.A./P.A.

Classes, not coordinated, taught on the Abbot campus by members of the Abbot English Department:

While the courses at this level are essentially elective and term-contained, each section is taught by the same teacher for the year and courses are chosen by the student in a block of three; for example, *The Comic Vision*, *The American Dream*, *Man and Nature*. In addition to the specific focus of each elective, emphasis is also placed on the development of sensitivity to language and style. Text: *Comprehension, Analysis, Style, Expression Book of Self-Timed Exercises*.

(a) To be followed by 31B and 31C

English 31A

The Comic Vision — The course will explore the comic and satiric spirit from Shakespeare to the 20th century. Representative texts: *The Tempest*, *Gulliver's Travels*, *The Rape of the Lock*, *School for Scandal*, *Thurber Carnival*, *Catch-22*.

11
A.A.

(b) To be followed by 31B and 31C

English 31A

Brave New World — The course will consider not only Utopian literature but also the human condition as portrayed by writers from the 16th to the 20th centuries. Representative texts: *The Tempest*, *Gulliver's Travels*, *The Great Gatsby*, *Manchild in the Promised Land*, *Grapes of Wrath*, *Brave New World*.

11
A.A.

(a) *The American Dream* — An attempt to find and define the American Dream as it appears in the literature of our country from James Fenimore Cooper to Jack Kerouac. Representative texts: *Pudd'nhead Wilson*, *The Great Gatsby*, *The Lottery*, *Raisin in the Sun*, *On the Road*.

English 31B
11
A.A.

(b) *Black Literature in America* — A study of Black writers, including Wright, Baldwin, Ellison, Hughes, and Cleaver. Supplementary reading will include the way in which the Black has been portrayed by such writers as Twain, Styron, and Faulkner.

English 31B
11
A.A.

(a) *Man and Nature* — The course will focus on man's relationship to his natural environment, including such aspects as man in conflict with nature, the Romantics' view of man and nature, the origins of Transcendentalism, and the continuing philosophy today of man's need to live within nature, sensitive to its particular needs. Representative texts: *Macbeth*, *The Secret Sharer* and *The Heart of Darkness*, *Walden*, Romantic poetry, *Cat's Cradle*.

English 31C
11
A.A.

English 31C (b) Youth and Reality — The stream of continuity from the 16th century
11 to modern times illustrates the reality which youth has always had to face.
A.A. Particular emphasis is placed on the special problems of today's youth in
a vastly changed world. Representative texts: Macbeth; The Old Wives'
Tale; Billy Budd; Winesburg, Ohio; The Red Sky.

English 32 Honors By Department permission. The Comic Vision, American Dream, and Man
11 and Nature.
A.A.

In 1971-1972, coordination with Phillips Academy for 12th grade students
will take place in those specialized courses offered by the Phillips Academy
English Department and the elective courses offered by the Abbot Academy
English Department under the following conditions: for Phillips Academy
students, successful completion of the qualifying examination; for Abbot
Academy students, Department permission. Students not in coordinated
courses will elect from the courses offered on the Abbot Academy campus.

The English 40 program of study at Abbot Academy is essentially term-
contained. Students will change teacher and section each term.

English 40F (a) To be followed by 40W and 40S
12 Man and God — A course in Western thought and belief, which will con-
A.A. sider man's confrontation with and attempts to resolve the inexplicable.
Readings will include Sophocles, Oedipus Rex; Shakespeare, Hamlet; Dante,
The Inferno; O'Neill, Mourning Becomes Electra; Beckett, Waiting for
Godot.

English 40F (b) To be followed by 40W and 40S
12 The Power and the Throne — This course attempts to determine through
A.A. the eyes of the writer the role of authority. Representative texts include:
The Orestian Trilogy, Hamlet, King Lear, Medea, The Plague.

English 40F (c) To be followed by 40W and 40S
12 The Struggle of the Individual — The course will explore man's attempt to
A.A. reconcile life to himself and himself to life. Representative texts: Oedipus
Rex; Hamlet; the plays of Ibsen and O'Neill; Look Homeward, Angel.

English 40W (a) Portrait of the Artist — A study of the sensitive human being forced to
12 make some adjustment to an often insensitive world. What are the varieties
A.A. of adjustment (or lack of it)? Representative texts: Joyce, A Portrait of
the Artist; Grass, Cat and Mouse; Hesse, Steppenwolf; Brecht, The Cau-
casian Chalk Circle; Bellow, Henderson the Rain King.

English 40W (b) Irish Myth and Symbol — A study of the imagination and literary
12 tradition of the Irish from Cuchalain to Brendan Behan. Representative
A.A. texts: A Portrait of the Artist, Celtic Twilight, The Informer, Riders to the
Sea, Long Day's Journey into Night.

(c) The Hero — An attempt to determine his evolution from epic hero to antihero, from <u>Beowulf</u> to <u>Henderson, The Rain King</u> . Representative authors: Renault, Hesse, Faulkner, Salinger, Wolfe.	English 40W 12 A.A.
(d) Literature of the 20th Century — This course will concentrate on that period between 1900-1945 and will include the novel, drama, and poetry. Representative writers: Lawrence, Joyce, Faulkner, T. S. Eliot, Yeats, Cummings, Miller, Pirandello, Beckett.	English 40W 12 A.A.
W.S. (b) Creative Writing — A two-part course offered during the winter and spring terms. Students may elect either or both parts. The writing of poetry, drama, and short fiction. A number of works will be read, but always with emphasis on their value to a working writer.	English 40 12 A.A.
There are two aspects to the spring term courses. Approximately half of the term is concerned with one of the electives listed below, and the second half with an independent project, either critical or creative.	English 40S 12 A.A.
(a) The Expatriates — Paris of the 20's! The Montmartre, populated by the angry, young self-exiled writers seeking for self-identification and home. Who are these people? What are they like? Representative texts: <u>That Summer in Paris</u> , <u>A Moveable Feast</u> , <u>The Beautiful and the Damned</u> .	English 40S 12 A.A.
(b) The Beat Generation and The Angry Young Men — A look at the post-war generation of the 50's in both England and America and its search for values as expressed by Kerouac, Ginsberg, Ferlinghetti, Osborne. Representative texts: <u>Coney Island of the Mind</u> , <u>The Subterraneans</u> , <u>Look Back in Anger</u> .	English 40S 12 A.A.
(d) Myth and Symbolism — A study of American myth and symbolism as seen primarily in Romance. Novellas, short stories and poetry of Melville, James Knowles, Agee, Thurber, Robert Lowell.	English 40S 12 A.A.
(f) Independent Study — Open to 12th graders in winter and spring terms, by Department permission and upon acceptance of the proposed study by a Department member or a girl's choice.	English 40S 12 A.A.
F, W (By Department permission) Man and God, Independent Study.	English 42 Honors 12 A.A.

Special Fourth-Year Courses (41, etc.) — Eligibility of Abbot students is on recommendation of Abbot's English Department. The following is a provisional list.

1. Play Production	P.A.
2. Contemporary Drama	P.A.
3. Comparative Humanities	P.A.
4. Creative Writing	P.A.

- P.A. 5. **Folklore Background of Med. Lit.**
- P.A. 6. **Poetic Form**
- P.A. 7. **Eliot Seminar**
- P.A. 8. **Literature and the Movies**
- P.A. 9. **American Masters**
- P.A. 10. **Comedy**
- P.A. 11. **Novel and Drama Seminar**
- 12. **Afro-American Literature**
- 13. **Writers in Depth**

HISTORY Men are complex beings and their history forms a mesh of interrelated activities and ideas. Indeed, men are their own history.

Each history course at Abbot aims to encourage an understanding of the variety of men's behavior by looking at the influence of politics, economics, art, literature and philosophy, one upon the others.

History 10 **9** **A.A.** **Man, His Neighbors and His World** — An introduction to the Social Studies, this course is based on the supposition that man becomes truly human only when he interacts with his fellow man. Study begins with the fundamental social unit, the family, and traces the development of more complex and formalized structures such as law, religion, culture, and urban environments.

History 20 **10** **A.A./P.A.** **Great Men and Issues** — A course covering the Medieval to Early Modern period, roughly from Charlemagne to Louis XIV. The study of biographies of great men shows the impact they had on their times. Particular emphasis is put on change and the reasons that bring it about.

The attempt is made to recreate the climate of former ages by including in the study not only the facts of history but an awareness of the civilization, the ideas, the literature and the art of different eras and the interplay of political and social forces.

To increase understanding it is necessary to teach the craft of evaluating facts. Based on readings of original source material, different and opposing historical interpretations and the presentation of conflicting opinions, the awareness of the student not to accept textbook generalizations uncritically is increased.

On the whole the course follows chronology, from the destruction of the Roman Empire to the new beginnings of Western Civilization. From Charlemagne, the Crusades, The Renaissance, the Reformation with its aftermath of Wars of Religion, to the development of the modern national state, the awareness of the student of today's still living past is awakened.

The course does not demand textbook learning, forgotten as soon as the tests are over, but thought and active involvement through critical analysis.

Modern European History — The course in modern European history is an intensive and conceptual study of western Europe from the French revolution in 1789 to the present day. The first term is devoted to a study of the nature of revolution; the work of the second term is concerned with the development of "isms" — socialism, communism, nationalism, and imperialism; the work of the third term deals with twentieth century Europe. A variety of texts is supplemented by library reading. Open to the eleventh and twelfth grades.

History 32
11 - 12
A.A.

The American People — Their Past and Present — The course in American History is an intensive study of the American people, their institutions, ideas and creative impulses. The first two semesters are a chronological study of the development of those institutions and ideas; the third semester is devoted to a study of twentieth century problems in seminars. Although a good deal of attention is paid to political and economic trends and their relationship to each other, intellectual, artistic and literary achievements of the American people are also studied in depth in the context of the political environment of a given period. A text is used as a guide, supplemented by a variety of outside readings and independent research; classwork emphasizes individual participation through discussion.

History 401
11 - 12
A.A.

Required of Abbot students in the eleventh or twelfth grade. Open to Phillips Academy uppers and seniors.

Ancient History

History 41
12
P.A.

Introduction to Asian Civilization

History 42
12
P.A.

Modern Europe

History 43
12
P.A.

Equality of Opportunity Since 1865: Ideal or Reality?—The fall term of the course will be similar to the regular American History course, two thirds of the year will be organized around a problem central to U.S. history since 1865: the tension between the American ideal of equal opportunity to all citizens and the realities of life in industrialized, urbanized society. Each student will be involved in two complementary activities: an intellectual exploration of this evolving tension, and a fieldwork project that puts her to work providing broader educational opportunity for poor or linguistically handicapped children in Lawrence.

American History 401
Special Section
11 - 12
A.A.

Much of the course will be informed by firsthand experience. In studying immigration and industrialization, we will both analyze Lawrence's urban development before the great labor disturbances of the early 1900's and search out clues for contemporary ethnic and religious conflict in the lives of Lawrence's new immigrants.

The final manth of the course will ask where we go from here. How con schools be made to braaden authentic oppartunity? Is radical political and ecanomic change necessary — ond is it possible without violence? To what extent daes aur foreign pality embody the ideol thot "all men are created equol"? Haw sholl the U.S. balance the needs of o billian desperately paor "third world" citizens with the needs of its own people and the exigencies af modern power politics? Whot should equality af oppartunity mean in America and the world?

History 44 (T) Spring — Modern Russio
12
P.A.

History 45 Politics of Internationol Relations (Plus project to equal major)
12
P.A.

History 47 (T) Fall — Victarian England
12
P.A.



(T) Winter — Radicalism in American History — This course will examine American radicalism through a biographical approach. The radical tradition, its leaders, their goals and methods, their legacy of achievement and failure — these will form the basis of the course. The course will center on Sam Adams and the American Revolution; Frederick L. Douglass and William L. Garrison and the abolitionist movement; Thaddeus Stevens and radical reconstruction; Eugene V. Debs and the labor and socialist struggle; William E. B. DuBois and his multiple careers as a black protest leader; Susan B. Anthony and women's liberation; Martin Luther King, Jr., and the nonviolent direct action movement; and Malcolm X and black liberation. The students will study how these leaders defined the problems of their times, the new society each envisioned, and the means each prescribed to change the world as it is to the world as it ought to be. The course work consists of readings, discussions and short analytical papers.

History 48
12
P.A.

A, B, C — Problems in History — This is an advanced seminar dealing in depth with three historical problems, one problem in each semester. Each topic is directed by a different teacher. Schedule permitting, the topics may include the Russian Revolution and its Historical background; Economic Thought and Practice; an evaluation of contemporary international literature in the political and social context of Russia, Germany, France and India; and a study of American art against the background of American politics and social thought. Open to eleventh and twelfth graders: class size limited to ten.

History 50
11 - 12
A.A.

(M) Politics of International Relations

History 45
12
P.A.

(M) Introduction to East Asia

History 42E
11 - 12
P.A.

(M) Introduction to South Asia

History 42S
11 - 12
P.A.

HUMANITIES

(M) F, W, S — Awareness Workshop — Two meetings for one term. Emphasis is placed on awareness of interaction between self and environment. The workshop includes exercises designed to promote self-awareness and awareness of others. No books, no preparation, no test, no grades. The course is planned especially for tenth graders.

Humanities X
9 - 10
A.A.

Humanities Y The Creative Response — A major course devoted to encountering the lives and works of creative individuals with the aim of increasing depth and breadth of response. Emphasis is placed on the intuitive and emotional rather than cognitive and analytical in facing the question, "How do dead works release energy in the perceptive audience?" The course is a study of affective experience based on the lives and works of Van Gogh, Berlioz, Thoreau, E. E. Cummings, Isadora Duncan, Billie Holiday, Alec Guinness, and Benvenuto Cellini.

Humanities Z (T) F, W, S — Structure and Learning — A one-term self-evaluated workshop designed to prepare students for unstructured or student-structured educational experience. The class will focus on the attitudes and experiences represented by such terms as curiosity, discipline, spontaneity, fantasy, creativity, attention, concentration, and learning.

HUMAN SEXUALITY An open discussion of human sexuality with emphasis on the biological, psychological and social aspects, as well as on the moral involvements. A one-term minor required of tenth graders.

MATHEMATICS Mathematics is presented as a branch of human knowledge, interesting in its own right. Mechanical skills and accuracy are desired, but stressed chiefly as implements necessary in developing the subject and in work with broad basic principles.

For 1971-1972 very little coordination with Phillips is possible. Abbot offers two sequences — the usual four-year sequence preceding the calculus, and an accelerated three-year sequence.

Math I **Usual Sequence I through V:**
⁹
A.A. First year Algebra. Elementary algebra through radicals and the quadratic formula. Algebraic principles are recognized and tested by use of arithmetic. Use is made of sets in working with equations and inequalities.

Math II Plane Geometry. Traditional Euclidean geometry with additional modern postulates. Some three-dimensional work is offered.
9 - 10
A.A.

Math III Intermediate Algebra. Review of number systems; equations and inequalities of the first and second degree; the complex number system; exponents, radicals, and logarithms; functions; trigonometric functions; identities, graphs, and general laws; series; binomial theorem; permutations and combinations.
10 - 11 - 12
A.A.

Math IV A & B — Elementary Functions. Fall and Winter. Study of elementary functions including exponential, logarithmic, and trigonometric.
10 - 11 - 12
A.A.

(T) Spring — This term completes the pre-calculus requirement. Some work with analytic geometry, sequences, limits, and derivatives will be included.

Math IV C
10 - 11 - 12
A.A.

Calculus. First year calculus, differential and integral, preparing for calculus AB Advanced Placement Examination.

Math V
11 - 12
A.A.

Accelerated Sequence I through V:

As above.

Math I
9
A.A.

An accelerated course for able students wishing to cover two years in one. Intermediate algebra is integrated with plane and coordinate geometry where possible. Other topics from intermediate algebra are covered separately. This course is to be followed by III-IV. If terminal, it earns only 1-½ credits.

Math II-III
10
A.A.

Completion of intermediate algebra and careful study of relations and functions, converses and inverses. Logarithms and trigonometry are included.

Math III-IV
11
A.A.

As above.

Math V
12
A.A.



Computer Math (M) Some advanced courses at Phillips are open to qualified Abbot seniors.
11 - 12

Math 42 Analytic geometry, vectors, matrices, sequences, and limits. This course
12 should be considered as an alternate to Math V Calculus. Prerequisite:
P.A. Math III-IV or IV.

Math 43 Probability and Statistics. Students will be expected to learn to use the
12 computer to facilitate their work, if they are not already familiar with it.
P.A. Prerequisite: Math III-IV or IV.

Math 46 A,B—Five prepared periods. Polynomial calculus. This is not an Advanced
12 Placement course. Those who wish to take a full year of calculus should
P.A. elect Math V. The course will offer an introduction to both the differential
and the integral calculus of polynomial functions and the applications of
these ideas in many situations. 46A will be offered in the fall and winter
terms and 46B in the winter and spring terms. Prerequisite: Math III-IV
or IV.

MODERN FOREIGN LANGUAGES

The Abbot Academy and Phillips Academy modern language departments offer a coordinated modern language program, with cross-enrollment at all levels of study. **The courses listed are taught by members of the two faculties and are open to the students of both schools.**

The aim of the modern foreign language program is to teach the students not only to read or write the language but to understand and speak it in a manner acceptable to native speakers. At the end of the curriculum, the students are expected to have acquired a working knowledge of all structures, as well as the ability to read, analyze and discuss some important literary works.

The foreign language is the language of the classroom from the very beginning. The language laboratory is used to reinforce comprehension and basic oral skills, mostly at the elementary and intermediate levels. The methods employed parallel as closely as possible the natural order of language learning: hear it first, then say what you have heard, next read, and, finally, write.

Students who demonstrate unusual aptitude for and interest in the language during their first year of study are invited to enter special "X" sections which move ahead more rapidly without demanding more time. Those who complete the accelerated sequence may meet the diploma requirement after seven trimesters and move directly into fourth-year courses.

FRENCH

French 10 Five prepared class periods. First year French for students who have had no previous courses in the language. Students are expected to make frequent use of the language laboratory. Listening comprehension and the use of basic patterns of French speech are emphasized.

Five prepared class periods restricted to 11th and 12th graders, this is an intensive course that covers the work of the first two years of the normal sequence. **French 10-20**

Five prepared class periods. This first year French course is designed to help the student who has had previous instruction in French, but whose knowledge is not secure enough to enter a regular French 20 section. The course emphasizes the development of aural-oral skills and prepares for French 21 the following year. **French 11**

Five prepared class periods. For students who have completed French 10. While continuing to develop the audio-lingual skills, the aim of this course is to teach reading and the ability to understand non-technical French prose without recourse to translation. **French 20.**

Five prepared class periods. For students who have completed French 11 and for new students who qualify through a placement examination. The aim of the course is similar to that of French 20 and the same basic texts are used. **French 21**

Five prepared class periods. An accelerated course, open by invitation to students who have completed French 10 or French 11. Successful completion of this course permits students to enroll in courses at the Fourth Year Level the following year. Texts and reading materials are those of French 20 and French 30. **French 22X**

Five prepared class periods. For students who have completed French 20, French 21, or French 10-20 and for new students who qualify through a placement examination. Continuing to develop the three skills of listening comprehension, speaking, and reading, the third year course also stresses writing and the beginnings of reading for critical analysis. Texts: Barson: La Grammaire à l'oeuvre; Pagnol, Topaze; Aveline, La Double Mort de Frédéric Belot; Gide, La Symphonie Pastorale; Sartre, Les Jeux sont faits; Molière, L'Ecole des femmes. **French 30**

Four prepared class periods. For students who have completed French 22X or French 30 and new students who qualify through a placement examination. This course consists of three term-contained units: Readings in 17th and 18th century literature, Composition and Conversation and Readings in 19th and 20th century literature. Completion of the three units will gain a credit in French at the fourth year level. Single units may be elected as term-contained major courses. **French 40**

AP Language. Five prepared class periods. A course designed to meet the requirements of the new Advanced Placement Examination in French Language. Open by invitation to students who have completed French 22X or French 30 and to qualified new students. Emphasis will be placed on conversation, composition, and reading, not only in literature, but in current newspapers and periodicals. **French 41**

- French 42** AP Literature. Five prepared class periods. The initial year of a two-year sequence, open to students who have completed French 22X or French 30 and who have the recommendation of their instructor and to qualified new students, this course is considered to be a transition between the study of language and the study of literature. Emphasis is placed on vocabulary building, written work, and close analysis of major literary works. Texts include: Comus, L'Etranger; Voltaire, Candide; Molière, Le Bourgeois gentil-homme; Balzac, Le Père Goriot; and Flaubert, Un Coeur simple.
- French 43** Civilization. Five prepared class periods. Open to well-qualified 11th and 12th graders who have completed French 30 and who are interested in France's overall cultural achievements, influence, and contemporary life. The course is a combination of lectures by the instructors, class discussions, slide and film presentations, students' oral reports, and written themes on a wide variety of topics. It is complemented occasionally by the reading of short literary and historical selections illustrating the various cultural, literary, and artistic genres and movements. Major areas of study include history, geography, economics, French youth, and the role of women in French society; also a brief survey of the civilization of other French-speaking countries such as French Canada and Switzerland. The Paris weeklies, L'Express and Paris-Match, will be read and used extensively by students. The course is taught jointly by several members of the department.
- French 52** AP Literature. Five prepared class periods. The second year of a two-year sequence, open to students who have completed French 42 AP Literature and to selected new students, this course is an introduction to French literature. It prepares for the Advanced Placement literature examination through the close reading of representative texts which include: Corneille, Le Cid; Molière, Le Tartuffe; Racine, Phèdre; Stendhal, Le Rouge et le Noir; Hugo, Les Contemplations; Baudelaire, Les Fleurs du mal; Sartre, Les Mouches.
- French 50** (A,B,C,I). Contemporary French Literature. Four prepared class periods. Open to students who have completed courses at the French 42 level or above, this course will consist of three term-contained units covering: The Pre-War Novel, Drama, and the Post-War Novel respectively. Authors studied may include France, Barres, Proust, Gide, Celine, Bernanos, Malraux, Mourioc, Saint-Exupéry, Aragon, Giono, Montherlant, Anouilh, Giraudoux, Ayme, Camus, Sartre, Beckett, and Robbe-Grillet. French 50 will not be a literary history course. Emphasis will be on particular writers and what they have to add to our understanding of the human condition in our times. Each unit of the course may be elected as a term-contained major.
- French 51** (T). Advanced Conversation. Four prepared class periods. Spring Term. Open to students who have completed courses at the French 40 level or above.

The German Department offers a six-year course with the purpose of developing the ability to understand spoken German, facility in speaking, reading fluency, and the ability to write German correctly. The more advanced courses also give an introduction to German literature since the eighteenth century and/or a survey of German history.

GERMAN

German is used as the classroom language. Extensive use is made of the Language Laboratory.

The Department offers an accelerated course for students who show unusual ability in German 10. After completion of German 21X, these students enter German 40 and receive four units of credit after three years of study.

Five prepared class periods. The beginning course seeks to develop aural comprehension and oral expression. The basic patterns of the language are practiced by repetition and variation. Text: Schult-Griesbach, Deutsche Sprachlehre für Amerikaner.

German 10

Five prepared class periods. The course is designed for qualified Seniors and 11th graders who wish to complete in one year the material covered in German 10 and 20. It follows approximately the outline of those two courses.

German 10-20

Five prepared class periods. The systematic study of basic patterns is continued with Schulz-Griesbach, Deutsche Sprachlehre für Amerikaner. Both close and comprehensive reading of modern German prose is practiced extensively. Elementary writing is introduced at this level, mostly in the form of summaries of the reading material. Some of the books read include Kessler, Kurze Geschichten; Schnitzler, Der blinde Geronimo; Dürrenmatt, Der Richter und sein Henker; Remarque, Drei Kameraden.

German 20

Five prepared class periods. An accelerated course for qualified students, covering material of both German 20 and German 30. Successful completion enables a student to enter German 40.

German 21X

Four prepared class periods. Throughout the year grammar and writing is reviewed in Sparks & Vail, German in Review. Some of the books read include Brecht, Der Aufstieg und Fall der Stadt Mahagonny; Haberl, Im Stil unserer Zeit; Aichinger, Der Gefesselte und andere Kurzgeschichten. Emphasis is placed on reading, comprehension, vocabulary building, and written work.

German 30

Five prepared class periods. Introduction to German Literature. This course prepares for the Advanced Placement Examination. Through detailed stylistic analysis of a number of outstanding works, the students gain an acquaintance with some of the major authors and most significant trends in German literature since 1750. The course consists of three term-contained units which may be taken in any or all terms. The works read include Brecht, Der kaukasische Kreidekreis; Büchner, Woyzeck; Dürrenmatt, Die Physiker; Hauptmann, Bahnwärter Thiel; Hesse, Siddharta; Kafka, Die Verwandlung; Mann, Tonio Kröger; and selected poems from Goethe to the present.

German 40

- German 50** Four prepared class periods. Contents vary according to the needs and interests of the students. The course consists of three term-contained units which may be taken in any or all terms.
- RUSSIAN** The courses in Russian develop skill in speaking, aural comprehension, reading, and writing. The structure of the language is explained systematically and reinforced by work in the language laboratory.
- Russian 10** An introductory course. Mastery of the Russian sound system and basic structure patterns. All four basic language skills are taught and practiced: listening comprehension, speaking, reading, and writing. Language laboratory practice is required to reinforce aural-oral skills. In the spring term, the students start reading Lermontov's Taman. Basic text: Liapunov, Russian — Level One, 2nd Edition, (Harcourt).
- Russian 10-20** Five prepared class periods. An accelerated introductory course, presenting the principal features of Russian in one year, with intensive practice in speaking, reading, and writing. Texts: von Gronicka, Essentials of Russian, Fourth edition (Prentice-Hall); Graded Russian Readers (Heath). Coordinated drill in the language laboratory. Open to Seniors and, with the approval of the Director of Studies, 11th graders.
- Russian 20** Five prepared class periods. Completion of the elementary course, with continued emphasis on active use. Texts: A-LM Russian Level Two, Second edition (Harcourt); Graded Russian Readers (Heath).
- Russian 30** Four prepared class periods. Reading, conversation, and writing, based on a variety of authors. The texts include A-LM Russian Level Three (Harcourt), and Ballad of a Soldier, Scenario (Harcourt).
- Russian 40** Four prepared class periods. The course may be taken in any or all terms, in term-contained units. Advanced reading, conversation and composition. Texts: A-LM Russian Level Four (Harcourt), and selected literary editions.
- Russian Literature in English** (T). Four prepared class periods. Fall Term. The themes of romanticism, realism, the "superfluous person," Slavophilism, Westernism, nihilism, perfectionism, and humanism will be examined in the works of Pushkin, Lermontov, Gogol, Turgenev, Goncharov, Ostravsky, Dostoyevsky, Tolstoy, Chekhov, and Gorky, both as styles of literary expression and as stimuli of Russia's social and political development.
- Soviet Literature in English** (T). Four prepared class periods. Winter Term. A study of the conflict of individual freedom and social purpose in Russia since the Revolution, based on selected translations. Socialist realism, satire, divided personality, and dissent will be examined against the Soviet political and economic background, and in the perspective of Russian literary traditions.

SPANISH

The beginning course employs the structural approach to the language. All basic structures, through the present subjunctive, are learned at this level. The study of Hispanic cultures is integrated with the learning of patterns of speech. Vocabulary building is reinforced by daily conversation drills. Laboratory work assigned to meet the needs of the individual student. Text: Wolfe, Curso Básico de Español.

Spanish 10
A.A./P.A.

Open only to qualified seniors who wish to complete in one year the material covered in Spanish 10 and 20.

Spanish 10-20
12
P.A.

Thorough review of basic patterns, and intensive study of advanced grammatical structures. Reading exercises designed to increase the student's understanding of the cultures of Spanish-speaking people. Controlled exercises in self-expression, both oral and written. Laboratory work assigned to meet the needs of the individual student. Texts: Kelly & Judd, Español: lengua y cultura II; Ugarte, Gramática Española de Repaso.

Spanish 20
A.A./P.A.

By permission only. Open to students who have completed Spanish 10 with honors. It covers the equivalent of the material of Spanish 20 and 30. Successful completion enables a student to enter Spanish 40.

Spanish 21X
P.A.

Review of grammar and drill in the use of idioms and advanced grammatical constructions. Reading speed and comprehension increased through selected readings, with content discussed in Spanish. Creative writing, and elementary studies in literary criticism, including poetry, theater, and the novel. Texts: Doña Perfecta, El Sombrero de Tres Picos, El Gesticulador, En la Ardiente Oscuridad.

Spanish 30
A.A./P.A.

An introduction to Hispanic literature, including works of writers from the twelfth century to the present. Study of the principal literary movements, and of the specifics of certain styles.

Spanish 40
P.A.

Study in depth of representative authors of the nineteenth and twentieth centuries: Unamuno, Gallegos, Darío, Lorca, Galdós. Guided study of additional works chosen by the student and read outside of class.

Spanish 41
A.A.

Study in depth of AP authors whose works were not read in Spanish 41: Azuela, Borges, and several others chosen from the AP list of secondary authors.

Spanish 50
P.A.

By arrangement for qualified students.

Spanish 60
P.A.

MUSIC

- Music Appreciation** (M) F.W.S. — Basic terminology and general information helpful to the modern concert-goer. The course aims to provide the listener with the tools necessary to enhance her emotional and intellectual response to music.
10
A.A.
- Theory of Music A** Fall — For the non-player who wishes to learn the vocabulary of music. The course deals with staves, clefs, notes, rests, modes, scales, keys, chords, as well as solfeggio and ear training. It includes the study of instruments and learning to play the recorder. The course is intended to develop and to apply the skills of reading music.
9 - 12
P.A.
- Theory of Music B** Winter — The course deals with harmonic progression, with triads in root position, first and second inversion, cadences, figured bass, non-harmonic tones, and all other material up to and including dominant sevenths and secondary dominants and their inversions. Prerequisite: Theory A or consent of the instructor.
9 - 12
P.A.
- Theory of Music C** Spring — The course includes the 9th, 11th and 13th chords, non-dominant sevenths, augmented and Neapolitan 6ths, other altered chords and contemporary materials. Prerequisite: Theory B.
9 - 12
P.A.
- Music of the Baroque Era** (T) — Fall — A study of the history, literature, and principal developments in musical styles from 1600 to 1750 — including selected works by such major composers as Vivaldi, Gabrielli, Frescobaldi, Purcell, Scarlatti, Schutz, Couperin, Rameau, Handel, J. S. Bach.
11 - 12
A.A.
- Music of the Classical Era** (T) — Winter — A survey of the principal developments in musical styles from 1750 to 1820, and a study of the musical literature of Gluck, Bach, Mozart, Haydn, Mendelssohn, Brahms, Beethoven and others.
11 - 12
A.A.
- Music of the Romantic Era** (T) — Spring — A study of musical styles, forms, and techniques of the 19th century, with special attention to the intellectual foundations of the romantic movement. A study of the musical literature from Schubert through Robert Strauss.
11 - 12
A.A.
- Great Symphonic Music** (T) — Winter — The symphony is one of the most impressive forms of instrumental music. The course is a survey of the literature of the symphonies from 1750 to the present. It includes the reading and understanding of sonata form and the scores of the masters. Tapes and recordings are used for class demonstration.
11 - 12
P.A.
- Jazz** (T) — Spring — A study of the history of classic jazz, dating back to its roots in Africa, its development in New Orleans, and its spread to New York and Chicago, and its influence on music today. A survey of ragtime, blues, Dixieland, fox-trot, on through the big band era of the thirties, concluding with the jazz rock of today. A study of the influence and contributions of the major personalities of jazz such as W. C. Handy, Jelly Roll Morton, Louis Armstrong, Basie, Whitman, Gershwin, and the rest of the greats.
11 - 12
A.A.

Weekly instruction in keyboard, orchestral and band instruments, in classical guitar, or in voice is available. These lessons are understood to be for serious students and not for merely recreational purposes. Candidates for such lessons should expect to be interviewed by their prospective teachers before either teacher or student is committed to a binding arrangement. Fee for one 40-minute lesson per week is \$300 per year for piano and organ; it is \$240 per year for all other lessons (half-year lessons can be arranged). These fees will be billed in two installments of equal amounts and must be paid prior to the start of lessons in September and the second half of the year in February. Because of the school's commitment to the music instructors, a student will be liable for the instructor's fee for the entire half-year once lessons have been started, and no refund will be made for lessons missed during that half-year.

Private Instrumental and Vocal Lessons



PSYCHOLOGY

Human Relations Seminar 12 P.A.

(T) — Fall, Winter, Spring — A course in the psychology of interpersonal behavior. The classroom is used as a laboratory in which the student can observe how personality is expressed in human behavior. While actively participating in the interpersonal relationships that naturally develop in a small group, the student is able to observe directly how people behave in forming group relationships, how leaders develop and how the attitudes of each individual affect the achievement of the goals of the group.

Discussion is concerned with the development of group goals, values, norms, procedure, and leadership. Particular topics may relate to a wide range of human problems that arouse emotional concern in individuals: relations to authority, social roles, personal styles of expression, feelings of hostility, personal success and failure, family relationships, minority problems, and others.

Seminar in Learning Theory 12 P.A.

(T) — Winter — The course will be divided into four topics and each student will have the opportunity to explore one topic in greater depth than the others and each student will have the consequent responsibility of presenting material to others in the class.

The four topics to be considered (with a list of possible authors in parenthesis) are:

1. "Learning" from a biological point of view: How does learning in man differ from learning in other animals (Lorenz, Tinbergen, Morris, Scientific American offprints)?
2. The human developmental sequence: What commonalities exist in the "growing-up" of all humans (Piaget, Erikson, Kohlberg, Gattegna, Freud)?
3. Educational theories in the light of parts one and two: How do various schemes utilize what is known of human development and what other considerations enter into making educational programs (Dewey, Tolstoy, Rodgers, Friedenberg, Bettelheim)?
4. Educational practices in the light of parts 1, 2 and 3: How can and are these ideas put into practice (Montessori, Gattegna, Rogers, Holt, Dennison, Neill, Silverman)?

RELIGION

The courses in religion are intended to introduce students to some of the fundamental religious questions arising out of human experience, and to help them gain some knowledge and understanding of a variety of perspectives and practices in which different religions have sought to answer such questions.

Courses at all levels attempt to develop and combine a capacity for critical analysis and a sensitive appreciation of various beliefs and values. They further seek to point to the possibility and the significance of relating religious experience and insight to the problems of everyday living. The source materials are therefore drawn from secular writing and not from as well as the forms of expression traditionally viewed as sacred.

Religion and the Human Situation: World Religions. — Four prepared class periods. Fall term. Open to Seniors. A look at the variety of religious experience as expressed in some of the living religions of the world. The course includes the use of primary source material from various world religions, films, examples of religious art; as well as readings from such secondary texts as Man's Religions, John B. Nass and The Religions of Man, Huston Smith.

Religion 40A
12
P.A.

Religion and the Human Situation: The Nature of Man. Four prepared class periods, Winter term. Open to Seniors. A look at the nature of man, with special emphasis on a discussion of problems of identity, evil, community, as expressed in some contemporary literature. The course may use such texts as Death of a Salesman, Arthur Miller; All the King's Men, Robert Penn Warren; Cry, the Beloved Country, Alan Paton; Darkness at Noon, Arthur Koestler; J. B., Archibald MacLeish; The Stranger, The Plague, The Fall, Albert Camus; The Power and the Glory, Graham Greene.

Religion 40B
12
P.A.

Religion and the Human Situation: Contemporary Christian Theological Expression. Four prepared class periods. Spring Term. Open to Seniors. A look at the way Christianity tries to understand and illumine the human situation as seen in the work of some contemporary interpreters. Representative texts: Honest to God, John A. T. Robinson; The New Essence of Christianity, William Hamilton; Living in the Now, Frederic Wood; Situation Ethics, Joseph Fletcher; The Secular City, Harvey Cox.

Religion 40C
12
P.A.

(M). African Religion and Philosophy. Fall and Winter; Winter and Spring. This course will be offered twice during the year. The aim of the course is to introduce students to some of the most important aspects of African life. African man lives in a religious universe. The world and practically all of his activities in it are seen and experienced through religious understanding and meaning. This course will seek to interpret that experience. Readings will include I and Thou by Martin Buber; From the Primitives to Zen by Marcel Eliade; The Mind of Africa by W. Abraham; The Primal Vision by John V. Taylor; African Concept of God by John Mbiti.

Religion A
11 - 12
P.A.

(M). Ethics. Fall and Spring. In view of the wide-scale rejection of traditional ethical standards in America, this course will focus on possible ethical standards of the future. In the fall term, we will treat the historical, philosophical, sociological and economic aspects of leisure. As sources of information, various articles and chapters of books will be used. With this understanding of what leisure has been and meant, the course will conclude with a vision of what leisure can be in the future. Much the same procedure will be used in the spring term for a topic of the class's choice.

Religion E
11 - 12
P.A.

Religion L (M). Literature, Philosophy, and Religion. Fall and winter. A lecture and discussion course concerned with human values. This is a two-part course with readings and discussions dealing with the Existential positions and lectures dealing with a survey of Greek philosophical thinking. There are selective readings in philosophy, fiction, drama, poetry, and religion. Authors will include Sartre, Camus, Kafka, Greene, and Kierkegaard.

11 - 12

P.A.

Religion M (T). Myth and Reality. Winter. This course will begin with the question of, "What is it that gives purpose and direction to a people?" We will study selected aspects of the American myth — its success and failure. We will conclude with treatment of the new myth(s) which seems to be gathering around us. We will study the thoughts of Paul Tillich and read selections from such works as Raszak's The Making of a Counter Culture and Tolkien's Lord of the Rings.

11 - 12

P.A.

SCIENCE

Lab fee not to exceed \$5 per term.

**Introductory
Physical Science
9 (10 by permission)**

A.A.

(IPS) Course gives students a beginning knowledge of physical science and a strong insight into means by which scientific knowledge is acquired.

Students explore the nature of matter, beginning with a distillation of wood which breaks down into the three states of matter: solid, liquid and gas.

Measurement of quantity (mass and volume) is studied, as well as characteristic properties which permit identification. This leads to a study of varying solubilities of substances at different temperatures and in different solvents, and leads to an understanding of how substances may be separated one from another. All this completes the first five chapters, and constitutes a unit of parts in basic qualitative analysis. It is culminated by an independent laboratory "test" or project wherein students attempt to separate and identify an unknown mixture of liquids and solids, using all the knowledge and laboratory techniques they have now accumulated — and in which they are now quite proficient.

The course then continues in a study of compounds and elements, an appreciation of multiple proportions and an introduction to radioactivity which leads to an atomic concept of matter. The course is almost entirely conducted in the laboratory. Many experiments are quantitative in nature and require careful recording of data, drawing of graphs, and calculations of results. Students learn to handle scientific notation, experimental error, and significant figures early in the course. Homework consists chiefly of written analyses of laboratory work and problems which help clarify the concepts involved and serve as an extension of the material. Full year required to complete course (3 trimesters). Maximum class time permitted for lab majors.

This course endeavors to impart an understanding of scientific methods and reasoning by way of first hand experience. Students learn modern biological theories through a combination of laboratory experiments, classroom discussion, and field observations. Open to 10th, 11th and 12th graders and 9th graders who have had IPS.

(T) — Fall, Winter, Spring major. Independent projects.

Prerequisite: Biology I. An advanced level biology course concerned with the interrelations between the living and the non-living world. This course will be offered as three term-contained majors in the following order:

Plant Ecology — Fall Term. Will deal with the different plant communities including forest, grassland, desert and tundra, and the influences upon them. Discussions and field work.

Animal Ecology — Winter term. Interactions between animals and their environment. It will consider the processes of population growth, dispersion, natural control of numbers, species interactions, and species diversity. Discussions, lab and field work.

Man and His Environment — Spring term. Prerequisite: Plant or Animal Ecology. Will deal with man's role in the environment and his effect upon it.

Following courses at Phillips will be open to Abbot students as Phillips' enrollment permits.

(T) Fall, Spring — The course will familiarize students with various aspects of animal behavior. A great deal of emphasis will be placed on observations in the field and laboratory. Regular class discussions will be held in which students will be expected to contribute information from their own observations and from available literature. Some of the topics which may be considered are: territoriality, environmental influences on behavior, age distribution, courtship and mating patterns, home range and the evolution of behavior patterns. Prerequisite: Biology I.

(T) — Fall, Winter — An introduction to ecology with early emphasis on the concepts of the ecosystem, energy flow, material cycling, succession, and relations within and between populations. These fundamentals will then be applied to problems of human ecology such as over-population, and air and water pollution. Prerequisite: Biology I.

In the laboratory, relationships in communities will be investigated. Various pollutants and their effects upon the environment will also be tested for and studied.

(T₂) — Winter and Spring — Open to seniors who have completed the standard course with high grades. In addition to a review of basic biology, new material will be presented as the course progresses. The combination of review and new work prepares students for the Advanced Placement Examination of the College Entrance Examination Board.

BIOLOGY

Biology I
10 - 11 - 12
A.A.

Biology Projects
12
A.A.

Ecology A,B,C
10 - 11 - 12
A.A.

Animal Behavior
12
P.A.

Ecology
11 - 12
P.A.

Biology 45
12
P.A.

CHEMISTRY The basic courses of P.A. and Abbot will be the same so that students may be assigned to sections at either school. Advanced courses of P.A. will be open to qualified Abbot students.

Chemistry I
10 - 11 - 12
A.A./P.A. A course which stresses the development of unifying principles from experimental observations. The basic concepts of chemistry are established through work in the laboratory and then thoroughly explored in class discussions. Practical applications and topics of current interest are integrated into the course. Text: Chemistry: Experimental Foundations (a revision of the CHEM Study book).

Chemistry 45 (T₂) — Winter and Spring — The course is for students who have completed the regular course with distinction and wish to prepare for the Advanced Placement Examination.
P.A.

Chemistry 40 The course is open to a limited number of able students who have strong scholastic records in mathematics and physics. It is essentially the equivalent of a first-year college course, and prepares students for the Advanced Placement Examination.
P.A.

PHYSICS All physics courses of P.A. are open to qualified Abbot students.

Physics 20 (P.S.S.C. — Physical Science Study Committee)
A.A. A laboratory course in which physics is presented not as a mere body of facts, but basically as a continuing process by which men seek to understand the nature of the physical world. The revised course (3rd edition) now starts directly with the study of light. From optics it moves to kinematics and the study of dynamics, and from there to electricity and atomic structure which lead to the development of basic ideas of quantum physics. The laboratory plays an important part by allowing the student to study wave motion and discover relationships among force, mass, acceleration and conservation of momentum and kinetic energy through experimentation.

Physics 21 An introductory course designed for younger students with only one year of algebra and geometry. It will use the materials developed by the Harvard Project Physics Group. It will have a laboratory period but the course will be less mathematically oriented than Physics 25.
11 - 12
P.A.

Physics 25 An introductory physics course open to 11th and 12th graders designed as a course in the basic concepts of physics with emphasis on relativity and modern physics. A somewhat less rigorous course than Physics 30 and for students who may have only one year of algebra and one year of geometry.
11 - 12
P.A.

A,B,C — This course of three term-contained units is designed for students with some demonstrated ability in math and science. Either 30B (winter), 30C (spring) or both may be taken following 30A (fall). Taken as a whole unit, the course amounts to a full year of introductory college physics. Special permission only.

Physics 30
12
P.A.

Physics 30A (Fall)—A study of mechanics, primarily classified mechanics in some depth. Mathematics 40 or its equivalent taken concurrently would be helpful to the student but it is not required.

Physics 30B (Winter)—A course dealing primarily with wave motions, heat and kinetic molecular theory. A study of wave motions includes sound and geometric and physical optics. Physics 30A is a prerequisite.

Physics 30C (Spring)—A course including electricity, magnetism, electronics, atomic and nuclear physics. Physics 30A is a prerequisite.

An accelerated course in physics for selected students who wish advanced placement. It moves at a faster pace than does Physics 30 and goes more deeply into most topics. Since calculus is used in the course, students must have had or be taking Math 40 or its equivalent. Open only by special permission.

Physics 40
12
P.A.

(T₂) Winter and Spring — Two-term major offered in the winter and spring terms. This course covers new material and reviews for the advanced placement examination in physics. It should normally follow either Physics 25 or Physics 30 and carries on into modern physics. Open only by special permission

Physics 45
12
P.A.

Spring — An elective minor for those students interested in electronics who do not have room for a major course in physics in their course program. It covers basic electricity and magnetism, circuitry, diodes, triodes, transistors, alternating current, and whatever else time will allow. Prerequisite for Abbot girls should be IPS equivalent.

Electronics
11 - 12
P.A.

(T)—The course prepares students to interpret natural environments and to evaluate the physical and chemical processes acting in our own. Emphasis is on informal laboratory work. Math IV and a prior laboratory course in physics, chemistry or biology are prerequisites. Field trips to local sites.

SPECIAL SCIENCE
COURSES
Geology
P.A.

(T) F,W,S — Effective Speaking for all occasions; a practical guide to successful communication. * * * *

SPEECH
9 (10 by permission)
A.A.



As the college admissions scene becomes increasingly more complex, Abbot does what it can for its students to make sense out of what sometimes appears to be more whimsical than rational. A full-time college advisor is present to guide the students through the labyrinth of PSAT's, SAT's, decisions, multiple applications, and finally, choices. The changing college situation, the student's ability, curriculum changes, adjustment factors, and "just plain common sense," are all ingredients in the college guidance office. Our advisor tries to guide rather than lead the girls to final decisions in what is customarily a year full of pressures and puzzles. We cannot solve the puzzles for the student, just as we cannot "get" her into college. What we do is to offer her the encouragement and the correct pieces, i.e., quality of guidance and education, to arrive at a successful conclusion.

College Admissions

SCHOOLS ATTENDED BY ABBOT ACADEMY GRADUATES

Academic Year Abroad	1	Ithaca	2	Smith	13
Acadia, Nova Scotia	1	Jackson	1	Sophie Newcomb	
Alfred University	1	Kalamazoo	1	— Tulane	1
American University	1	Kirkland	6	Stanford	3
Antioch	1	Lake Forest	3	Swarthmore	3
Barnard	16	Lawrence University	1	Syracuse	7
Beaver	1	Lesley College	1	Temple Buell	1
Beloit	3	Manhattanville	1	Trinity (Connecticut)	3
Bennett	2	Marjorie Webster	3	Tufts	1
Bennington	6	Marquette University	1	Union College	1
Boston College	1	Marymount	1	U.S. International	1
Boston University	9	Massachusetts College		U. of California	3
Bradford Jr. College	4	of Art	1	U. of Colorado	2
Brandeis	1	Michigan State	1	U. of Denver	3
Briarcliff	5	Middlebury	3	U. of Florida	1
Carleton	2	Mills	7	U. of Massachusetts	2
Carnegie-Mellon	3	Mt. Holyoke	9	U. of Michigan	1
Chatham	3	New College	1	U. of New Hampshire	7
Clemson	1	Northeastern	4	U. of New York	1
Colby College	2	Northwestern	4	U. of Oregon	1
Colby Jr.	4	Oberlin	1	U. of Pennsylvania	5
Colgate University	1	Occidental	3	U. of Rochester	6
Connecticut College	17	Pasadena City College	1	U. of Southern Nevada	1
Cornell University	6	Pembroke	7	U. of Utah	1
C.W. Post	1	Pine Manor	6	U. of Vermont	4
Denison	1	Pitzer	1	U. of Wisconsin	1
Dickinson	1	Pomona	1	Vanderbilt	1
Duke	2	Princeton	3	Vassar	8
Elmira	3	Radcliffe	8	Washington University	
Emmanuel	4	Randolf-Macon	1	(St. Louis)	2
Finch	1	Reed	2	Webster College	1
Florida State	1	Rensselaer Polytechnic		Wellesley	9
Franklin & Marshall	3	Institute	1	Wells	2
George Washington	6	Rhode Island School		Westmont	1
Goddard	1	of Design	1	Wheaton	6
Goucher	12	Rollins	3	Wheelock	3
Green Mountain Jr.	1	St. Andrews	1	William Smith	1
Hampshire	2	Sarah Lawrence	6	Wilson	2
Hollins	12	Simmons	2	Yale	2
Hood	2	Skidmore	14		

1967 - 1971 Matriculation

Tuition and Fees

TUITION The 1971-1972 tuition for Boarding Students is \$4100 a year; for Day Students, \$2100 a year. This fee for Boarders includes tuition, board, concerts and lectures at the Academy. The fee for Day Students includes tuition, lunch, concerts and lectures at the Academy.

All candidates for admission are charged \$20.00 at the time of application. A \$200.00 deposit is required of all students at the time of registration, after admission, for reservation of a place; this registration fee is non-refundable and is applied toward the tuition due. All students are charged a health fee of \$20.00, which appears on the tuition bill.

No reduction or refund in tuition fee will be made for withdrawal after August 1, for prolonged absence, or for dismissal before the close of the school year. All fees are due and payable on the dates specified. The Academy reserves the right to withhold the issuance of grades to parents or transcripts to colleges in cases where financial obligations have not been met by parents or guardians. In cases where excessive amounts remain unpaid, a student may be asked to withdraw from the Academy until monies due have been paid. No diploma will be awarded if all rendered bills have not been paid in full, except at the discretion of the Executive Committee of the Trustees.

Schedule of Tuition and Fee Payments

			Boarding	Day
		Registration fee	\$ 200.00	\$200.00
August	1 —	1st payment on tuition	\$1700.00	\$900.00
October	1 —	2nd payment on tuition	\$1100.00	\$500.00
		Deposit for Miscellaneous Charges	\$ 135.00	\$ 85.00
December	1 —	3rd payment on tuition	\$1100.00	\$500.00
		Deposit for Miscellaneous Charges	\$ 135.00	\$ 85.00

Term Bills The annual charges for miscellaneous items appear in the form of a Term Bill, which parents receive in June. This bill is itemized, and the amount not covered by the deposits of October 1 and December 1 will be payable at that time. Should the deposits be more than the charges for the year, a refund will be made in June. There will be an automatic charge on the Term Bill for Boarders of \$28.00 per year for laundry, plus excess charges. Other fees and charges may include: Art supplies (from \$5.00 to \$15.00 per term depending on the course in which the student is enrolled); Ceramics Studio fees (\$10.00 per term); Photography Studio fees (\$15.00 per term plus supplies); Laboratory fees (\$5.00 per term); bookstore items; toilet supplies; school publications; physical education equipment; organization dues; dry cleaning; testing fees; guest meal tickets; Senior photographs; and a variety of other expenses.

Personal Finances

The Bay State National Bank and the Merrimack Valley National Bank, both located in Andover within easy walking distance from the Academy, have agreed to accept personal checking accounts for Abbot students. It is recommended that an account be opened at one of these banks in order to facilitate cash withdrawals. Girls should not ask local merchants to cash personal checks, and checks will be cashed at the Academy only in emergencies. Students are urged to make payments by check whenever possible and not to keep any more cash than necessary in their rooms, as the school cannot be responsible for losses. Parents should provide their daughters with sufficient money to cover travel costs to and from home at vacation time.

For possible additional expenses, see the statements on Horseback Riding, Driver Education, Typing Instruction, and Music Instruction.





1889



1971

Extracurriculum

Abbot assumes that a student will be responsible for her major and minor academic courses, and will plan for herself a schedule which will accommodate them without forcing her to exclude other areas of interest and fun. While participation in extracurricular programs and events is not required, it is hoped and expected that each girl will find areas of participation which are absorbing and satisfying. Clearly, the pace will vary somewhat with the course of the year, and some girls will have more extensive involvement than others with non-academic programs. The development of new skills and interests is important; perhaps even more important is the aspect of personal commitment. Working with others, helping, cooperating, collaborating, using your own imagination and initiative alone and in groups; all these considerations are integral to the concept of the extracurricular, non-academic facets of Abbot life.

It is important to understand that while some extracurricular activities are planned to last throughout the year, perhaps as weekly commitments, others are spontaneous, short-lived, or intermittent. Many of the most exciting endeavors are student-initiated, and one cannot expect any year to be like the last in terms of many creative and valuable commitments which the girls make for themselves. Abbot is an excellent environment for "self-starters," and when good ideas are generated they are frequently worked successfully to conclusion by the joint efforts of students and staff. These include projects both on campus and in the community.





Many activities are conducted jointly between Abbot and Phillips. A wide variety of interest groups in dramatics, art, debating, current events, modern dance, publications, photography and singing, to name a few, are active on both campuses. The Drama Workshop at Phillips Academy produces short plays in the Drama Lab under student directors with faculty supervision. There are numerous major dramatic productions involving students from both schools. Students may play in the Phillips Academy Band and Orchestra, and there is a Joint Choir (SATB), which is primarily a choral study group.

Many Abbot students feel a deep personal commitment to community and religious projects, under the sponsorship of the Committee for Social Concerns. Some of these enterprises include the Abbot Religious Association, Turtles and Wide Horizons (social service groups working with children), Lawrence General Hospital Volunteers, help for retarded children, and the Afro-American Society.

There are two singing groups at Abbot, A Cappella (ninth and tenth grades), and Fidelio (eleventh and twelfth grades), for which new members must audition. These groups give joint concerts with Phillips and with other boys' schools, and perform at Thanksgiving, Christmas, and Commencement exercises. In addition, there are several informal singing groups which perform at dances and other special events.

Abbot students produce three publications, the Circle (yearbook), the Caurant (literary magazine), and the Cynosure (the self-supporting newspaper which is edited solely by the students).

Through the Group Trips Cammittee, students organize trips to Boston and other locations to attend particular events — plays, concerts, etc. The Outing Club organizes ski trips, camping trips, and mountain climbing. Together with the Sports Department's Search and Rescue program, this affords those interested a wide contact with outdoor life. There is an Abbot Junior Ski Patral, students may learn mauntain climbing technique, participate in infarmal canoe trips, and the like.

A number of activities take place annually but are nat programs which last throughout the year. The annual Bazaar, on Alumnae Day in May, for the benefit of the Scholarship Fund, is planned and prepared by the Senior Mid class, with the help and participation of the entire school. The Senior Mids take full responsibilty far this event which attracts many members of the community with their children. In February, there is a Winter Workshop week, when regular classes are suspended and numeraus other activities take their place. During this week, girls are expected to make a commitment to at least one activity, and more are possible. This program has included such offerings as: The Play of Daniel, Geametric Cnstruction, Creative Writing Workshop, Latin Camedy, Chareagrophy, Folk Dancing, Astronomy and Astrology, Group Dynamics, Art Projects, Glass Blowing, Macrame, Comparative Religions, French Cooking, and numerous individual projects. In 1970-71 the Winter Workshop generated such enthusiasm that a number of the projects were continued under the auspices of the "New School," an infarmal program organized jointly by students and faculty.



Frequently, programs or events take place as the need or interest arises, or as circumstances permit. Included here are such events as a Political Day, on which Massachusetts candidates were invited to campus to speak; trips to Washington (with parental permission); student-initiated underground newspapers; a student-organized and student-produced art and photography magazine; student-faculty art and photography shows; ecological endeavors; student-faculty volleyball, softball, and touch-football games; informal bicycle trips; car-washing projects to earn money for clubs; a student-organized square dance; and a pie-eating contest at Phillips (light-weight division won by an Abbot girl).

Ad hoc committees and work programs occupy the time of some students. In 1970-71 the committees on which students served included a pass-fail committee, a curriculum committee, a boy-girl relations committee, a parietal committee, and various others of short duration arising from discussion in Town Meeting. It should be noted here that Town Meeting officers and Honor Board members are elected each trimester, so that many students have the opportunity to serve in these capacities. Students desiring jobs may work in the language laboratory, as film operators, as student guides for visitors, at the school switchboard, in various school offices, and as babysitters for faculty. Some jobs pay by the hour, some are volunteer.

The line between extracurricular events and social life is a fine one, since opportunities for girls to meet Phillips boys arise from both planned and informal programs. There are periodic dances, some large and some small, between the two schools; there are movies at Phillips on Saturday night which Abbot girls may attend; certain weekends are planned to include a variety of informal and social activities on both campuses; a six-school league plans activities at intervals throughout the year, such as beach parties and dances; there is a recreation house at Abbot, with kitchen facilities, where girls may entertain boys; sports events, cookouts, and picnics offer further opportunity for informal get-togethers. The students are free to visit informally on both campuses; altogether, while it is not a highly structured and scheduled social life, there is ample opportunity to meet and work with both sexes on a variety of different activities. Callers are welcome on the Abbot campus on weekday afternoons and on Saturday and Sunday. Abbot and Phillips have arranged specific regulations for visiting and activities; students are expected to observe such procedures carefully and to take responsibility for their actions. The Abbot-Phillips regulations pertain to classes at the other school in which students may be enrolled, meals as arranged by the two administrations, extracurricular activities, visits with Faculty members, and informal visiting during the week and on weekends.

It should be clear that a student's activities, above and beyond her academic commitments, are governed to a large extent by her own interests and inclinations. Some times of the year may be very busy, others less so. The flexible scheduling of events and the wide variety of opportunities offer an environment in which girls may sample new interests, work in depth in some, change their time allotments, and experiment with different people in different endeavors. Abbot hopes that the total environment is one in

which girls will learn to work with others and to be committed, and which makes available the opportunity of choice and diversity and experimentation. One Abbot student has written: "We're not all running around like a super-culture of enthusiastic students. Here lies a potential trap for disillusioned optimists. Any school experience, like life, can never be complete without engulfing yourself in something that interests you, something that benefits not only you but other people."

Extracurricular Activities and Events Which Took Place During 1970-71

Abbot clubs: 21	7 social service groups 3 outdoor activity groups 6 music groups 5 subject-related groups
On-campus activities and events:	3 major dramatic productions 6 student-directed plays dance recitals student art and craft show individual student art show faculty art show photography exhibits 2 music recitals 3 informal dances Afro-Am conference and dinner-dance Political Fact-Finding Day Abbot Bazaar Winter Workshop Week
Phillips Academy activities and events open to Abbot students:	3 major plays with girls in casts 8 additional plays 23 concerts 5 music recitals 48 movies Film Festival: 18 movies 14 dances Winter Carnival
Off-campus activities and events:	32 events required by 12 academic departments 56 optional, social, recreational, and cultural events
Conferences attended by Abbot girls:	Scholastic Press Association Conference Pembroke Conferences Alumnae Conference 4 Afro-Am Conferences
Activities and events not included above:	The New School (Abbot-Phillips): 25 courses offered once a week for 6 weeks; sports events at A.A. and P.A.; dinners given by faculty or student groups for students; student-faculty sports; picnics and beach parties; skating show; skating party; Student Union (P.A.) activities; Latin play; Christmas shopping trip; bridge games for A.A. and P.A.; etc.



GENERAL INFORMATION

PHYSICAL EDUCATION

Sports are required and, as such, are a regular part of every girl's program. The athletic curriculum includes a variety of activities which emphasize exercise, good sportsmanship, and individual skills. All students participate, in some way, in the intra-mural and inter-mural contests which offer the experience of competition and contact with other classes and schools. All students take sports four days a week.

The girls may elect the sports they wish to take. In the Fall Term, Field Hockey, Soccer, and Tennis are offered. In the Winter Term: Badminton, Ballet, Basketball, Fencing, Gymnastics, Tumbling, Volleyball, and Paddle Tennis. In the Spring Term: Lacrosse, Softball, and Tennis. In addition to the more traditional sports and team sports, a variety of alternatives exist which satisfy the sports requirement. These include: Search and Rescue (an Outward Bound-oriented program), bicycle riding, jogging, canoeing, hiking, sailing, Senior Lifesaving, and others as the interest exists. Horse-back riding is available during the Fall and Spring Terms (\$4.00 per lesson plus transportation). A girl may ride one or two afternoons a week, supplementing her program with two days of another elected sport.

For purposes of intra-mural competition the school is divided into two teams — the Gargoyles and the Griffins. Each student is a member of one of the teams, and competition takes place throughout the year. Each term an unannounced Field Day takes place.





The school expects that all girls will have opportunities to spend weekends, or parts of weekends, away from Abbot; girls are encouraged to plan ahead of time so that such visits may be worked into their schedules. It is intended that students take the responsibility for planning how much time they will spend away from school within the specified regulations. These regulations are relatively flexible, and students will find that, with good planning, a desirable balance of time can be achieved. Weekend permissions are not "earned" by academic performance, although the school reserves the right to ask a girl to remain on campus during the weekend for academic purposes or for disciplinary measures.

LEAVES AND PERMISSIONS

Except for closed weekends (before and after vacations, and before and during examinations) students may take weekends away from campus whenever they wish to make plans to do so. Such weekends extend from after a girl's last obligation on Friday until 6:00 p.m. Sunday. Weekend permissions are flexible in that a girl may take all or part of any given weekend away. Every girl is expected to observe the exact conditions as arranged with the Permissions Office regarding leaves.

Seniors and Senior Mids may go into Boston for Saturday leaves. Sunday leaves to Boston are granted only to Seniors. Preps and Juniors may take Saturday leaves to Boston provided they have parental permission and do not go alone. A public bus to Boston leaves every hour from nearby the campus. Any student may take a Saturday or Sunday leave elsewhere, with the necessary permission.

Parents' permission must be obtained for a leave of any kind taken with a person not known to the school. Written permission from the parents and an invitation from the hostess are required for any overnight weekend leave. Parents may file with the school a list of people with whom their daughters may take leaves, or they may notify the school upon each occasion. "Blanket" permissions cover parental permission to accept any number of invitations from only the persons designated upon such a list.

Girls may go into the town of Andover or on walks off campus when they have free time, and on Saturday and Sunday. They are expected to sign in and out of school on each occasion. Girls may dine off campus with friends or relatives on Friday night, Saturday night, and Sunday noon. Permission for other meals away from campus may be obtained by special request.

Specific directions and regulations for all leaves and permissions, with regard to hours and procedures, will be sent to new students shortly after they are registered. This will include the few regulations pertaining particularly to Day Students.

Weekday Daily Schedule

Rising Bell	7:00
Breakfast Bell	7:10
Breakfast	7:15- 7:40
Warning Bell	7:40
Warning Bell	7:45
Classes	8:00- 9:45
Tiffin	9:45- 9:55
Warning Bell	9:55
Required Assembly or Other Meetings	10:00-10:30
Warning Bell	10:30
Tiffin	10:30-10:45
Classes	10:45- 2:15
Buffet Lunch	12:10- 1:30
Sports	2:30- 4:00
Classes	4:15- 6:00
Dinner	6:10- 6:40
Activities	
On Campus: All girls in own dorms or signed out on campus	8:00
In Dorms:	
All Girls Check In with Resident Advisors in Person	10:00
NO TV, Radios, Record Players	10:30
Bedtime for 9th Graders	10:00
for 10th Graders	10:30
for 11th Graders	11:00
for 12th Graders	12:00

Students may leave campus during free time to go downtown or to Phillips according to the provisions cited in the student handbook, which is sent to all students during the summer.

Preps and Juniors must have the consent of their Resident Advisors to sign out of their dorms after 8:00 p.m. All girls must check in with their



Resident Advisors in person at 10:00 p.m. unless they have informed their Resident Advisors that they are retiring earlier.

The above bedtimes, although strongly recommended, cannot be strictly enforced because of mixed classes living in each dormitory. They are intended as guidelines, and it is expected that students will exercise sufficient common sense to ensure themselves enough sleep. The same common sense principle applies to meals. Girls are urged to go to breakfast, and they are expected to go to lunch and dinner, unless they are on leave or have arranged to dine at Phillips.

The Saturday and Sunday schedules differ considerably from the weekday schedule. There are no bells at all on weekends. Except for those occasions cited in the school calendar, the only required appointments are for girls enrolled in Phillips courses meeting on Saturday morning. Meals are served at somewhat different times, and there are other variations from the weekday schedule and permissions.

Weekend Daily Schedule

Boarding students may not keep motor vehicles in or near Andover. They may ride in private cars driven by members of their own families, or by adults authorized by the school, but the school does not otherwise advocate girls riding with drivers under twenty-five years of age. Parents are asked to write permission for their daughters to ride with specific friends under twenty-five years of age; in other cases the school will give special permission to students at its discretion.

Automobiles

Day Students' cars used for commuting are not to be used during the academic day and are parked in a lot on campus. No Boarder may drive with a Day Student unless given permission by the Permissions Office on each occasion.

Health Supervision

All medical services for Abbot students will be under the direction of Dr. Francis G. Soule at Isham Infirmary-Hospital located on the Phillips Academy campus adjacent to Abbot Academy. The cost of health service at Isham will be billed directly to parents in accordance with the fee schedule. A Student Health Insurance Plan is available through the school for \$30.00 per year and parents are encouraged to elect this coverage since most of the expenses involved with inpatient care at Isham Infirmary-Hospital are covered by this plan.

All students, both boarding and day, will be charged a Health Fee in the amount of \$20.00 per year. This fee covers medical screening at the start of the year and outpatient care during the year. Neither of these items is covered by the Student Health Insurance Plan.

Study Hours

In order to have hours in which girls may concentrate on class preparation, the following conditions are in effect. STUDY HOURS are understood to mean that hair-washing, room visiting, TV, record players and radios are permissible, but NOISE LEVEL MUST NOT INTERFERE WITH THOSE WISHING TO STUDY. Conditions highly conducive to study must prevail at these times; Resident Advisors and dormitory governments may act to enforce these conditions.

The Director of Studies may at any time, having consulted teachers, restrict study hour when, in her judgment, academic performance would profit by more concentrated application.

Monday - Thursday:

Study hours in dorms prevail: 8:00 a.m. - 12:15 p.m.
4:30 - 5:45 p.m.
After 8:00 p.m.

Friday:

Study hours in dorms prevail: 8:00 a.m. - 12:15 p.m.
4:30 - 5:45 p.m.
After 10:00 p.m.

Saturday:

Study hours in dorms prevail: 9:00 - 10:00 a.m.
After 11:15 p.m.

Sunday:

Study hours in dorms prevail: After 8:00 p.m.

NO radios, TV, or record players may be used after 10:30 p.m. any day except Friday and Saturday.

Dress

Students are expected to exhibit good taste and moderation in all dress. As a general rule, the appropriateness of a student's attire will be left to her own discretion. The qualifications are that

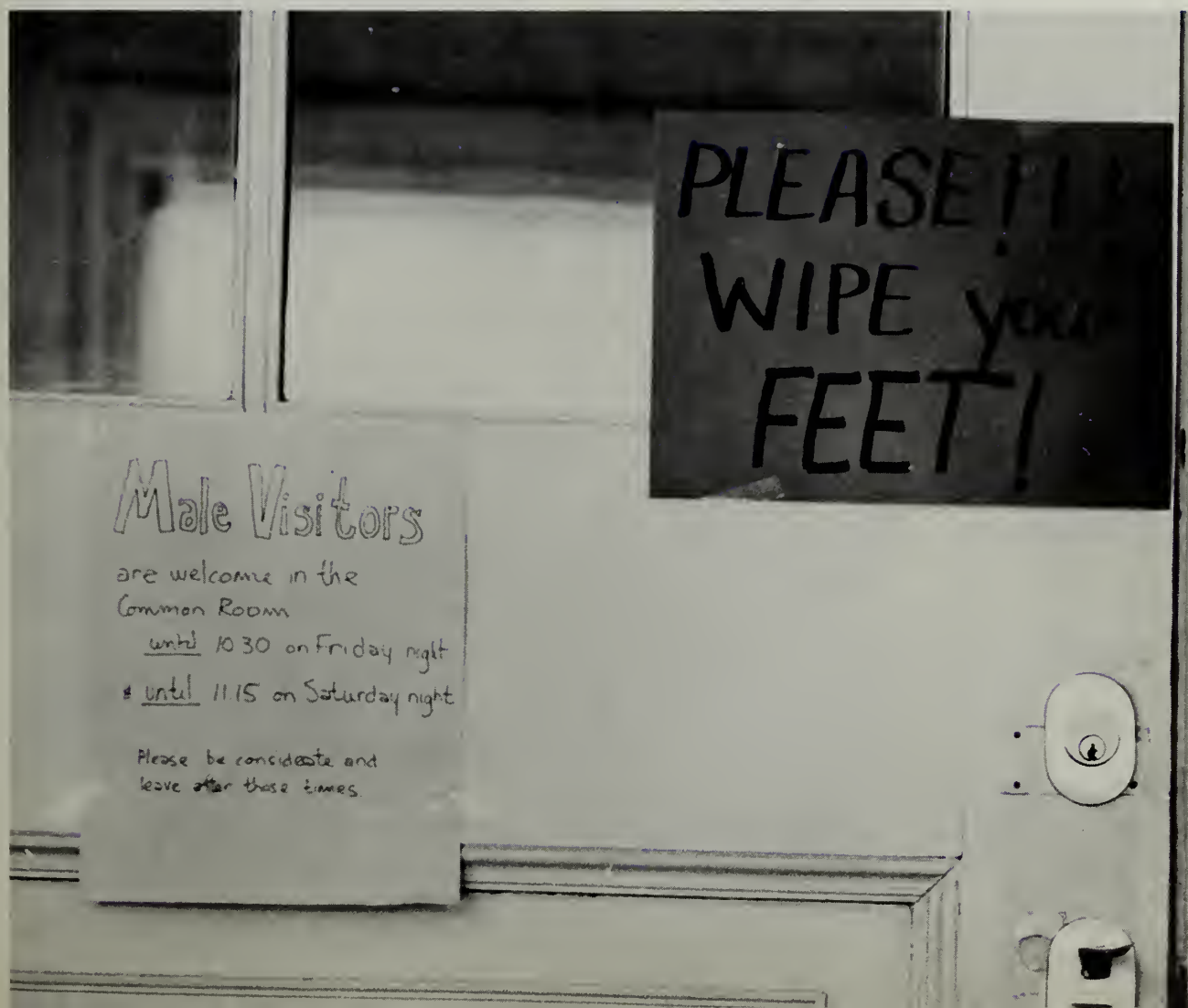
1. Students exhibit qualities of neatness and cleanliness at all times;
2. It be left up to the teacher's discretion whether or not informal clothes should be allowed in his or her class;
3. Skirts or dresses be required for Sunday dinner;
4. Footwear be worn for all classes, meals, in all school buildings throughout the school day, and at any time off campus.

Because the boarding school experience involves getting to know a variety of other people, and to foster a greater flexibility in arrangements, Abbot students live together in dormitories which house at least three classes each, and in many cases four classes.

The largest dormitory, Draper Hall, also contains administrative offices, dining room and kitchen, library, language laboratory, and the art studio. Draper houses about one hundred students. There are also seven outside dormitories, ranging in size from thirteen to thirty students: Abbey, Chapin, Cutler, Flagg, French, Hall, and Sherman. Thus, during several years at Abbot, a student is likely to have a variety of living experiences, as most students change dormitories each year. Most of the outside dorms are large houses which have been remodeled.

Most student rooms are doubles or singles, with an occasional triple or quadruple. In May each year girls are asked to indicate their choices of rooms and roommates, and rooming assignments are made during the summer. Each dormitory is under the supervision of a Resident Advisor. In some cases this is a single woman; elsewhere, there are couples.

Dormitories and Rooming Arrangements



Housekeeping Abbot provides each student with basic furnishings: bed, pillow, bureau, desk, and bookcase. Blankets, bed linens, towels, lamp, curtains, scatter rugs, a shoe bag, waste basket, two laundry bags, and an easy chair if desired, should be provided by the individual student. Every dormitory has a common room equipped with television, refrigerator, electric corn popper, and electric tea kettle.

Students are expected to make their beds every day before attending their first class and before 10:00 a.m. on Saturdays and Sundays. They are also expected to clean their rooms thoroughly once a week and to keep them in relatively good order at all times. Resident Advisors inspect rooms once a week on a schedule agreed upon with their girls.

Each student may keep one small suitcase in her room. Other luggage is stored in the luggage room. In the spring, waaden packing boxes may be bought for storage of possessions. Food may be kept in rooms if in suitable containers. Pets are not allowed in dormitories.

Students are expected to exercise reasonable care in the use of school buildings, furniture and equipment.

Dorm Council The Dorm Council is made up of the student leaders elected by each dormitory to represent its residents. The Dean of Students meets with the Dorm Council at regular intervals to consider matters of mutual concern. It provides a channel of communication between students and administration and a forum for discussion of parietal conditions and regulations.

Laundry and Dry Cleaning The school has its own laundry, charges for which are made on the Term Bill. All boarding students are charged \$28.00 per year to cover the cost of laundering sheets, pillow cases, and towels. It is expected that these items will be done by the school laundry, and no exception will be made for this fee. Personal items as well as bed linen and towels should be marked with name tapes. Personal clothing may be sent to the school laundry and charges will be made in accordance with the existing price list far such items. In addition, there are coin operated washers and dryers in several locations on campus for the use of the students. Every dorm has an ironing room with irons and ironing boards. Dry cleaning can be arranged for by the school; charges for dry cleaning go on the Term Bill.

Religious Life Abbot is an all-sectarian school. It believes in exploring man's capacity for a spiritual life and in acquainting students with a knowledge of major world religions. It does not emphasize the theology of any particular sect, nor does it require student attendance at any religious service. Girls may voluntarily attend any of the churches in the area.

Smoking Smoking is permitted, with parental permission only, for Seniors and Senior Mids. Because of fire regulations, all smoking is limited to the Butt Room, in Draper Hall.

Bicycles Girls may have bicycles at school in accordance with regulations specified by Abbot and by the town of Andover.



The Library contains over 15,500 volumes and receives over 100 newspapers and magazines. Use of the Library is free to all students, and no card is required. Most books circulate, with the exception of reference books, books on reserve, and periodicals. Reserve books may be taken out over night, and must be returned the next morning. The stacks are open to the students, who may locate the books they need. The Librarian and her assistants are glad to help in finding material, and should be consulted freely. Specific regulations pertaining to Library hours will be posted.

Library

Driver training is offered with parental permission. The charge is \$72.00, payable to Lawrence Auto School. Abbot makes an additional charge for transportation to and from the Registry of Motor Vehicles office in Lawrence for girls to take the test for a driver's permit.

Driver Education

The Andover Business Institute offers a course in typing to Abbot girls. The course covers sixteen hours of instruction and costs approximately \$15.00, depending on the number of girls enrolled.

Typing Instruction

- Bookstore** The bookstore in Draper Hall is operated for the convenience of the entire Abbot community. Paperbacks, greeting cards, and other items common to a bookstore may be purchased.
- Art Gallery** The John Esther Art Gallery, a wing of Abbot Hall, was donated to Abbot in memory of John and Esther Byers. A variety of art exhibits is shown during each year with particular emphasis on different artists and media, thus offering the students at Abbot an opportunity to widen their scope of appreciation and knowledge of art forms. The Gallery is open to the public as well as to students, Monday through Friday, 10:00 a.m. to 4:00 p.m.
- Cum Laude Society** Each year in the spring, elections to the Cum Laude Society are announced. This is an inter-school society which bears the same relationship to secondary schools as that of Phi Beta Kappa to colleges. Membership depends upon a very high quality of scholastic achievement.
- ABC Program** Abbot participates actively in project ABC (A Better Chance), a nationwide program whose function is to discover able youngsters in deprived circumstances and to assist them in placement at independent schools. There are nine ABC girls currently enrolled at Abbot.
- Alumnae Association** The Abbot Alumnae Association, which numbers nearly 4000, seeks to advance the interests of the school and to keep its graduates in touch with one another. Alumnae headquarters are at Morton House, where guest rooms are provided for visiting graduates. Graduates of the school are to be found in every state and in 46 foreign countries.
- School Government Association and Town Meeting** Rather than a student government, Abbot has an arrangement in which all members of the school — students, faculty, administration, housemothers — participate in many decisions concerning school life. The business of the School Government Association is conducted at a weekly Town Meeting, in which each individual has an equal vote. Town Meeting is thought of as a meeting of the whole community to discuss and decide upon issues pertaining to school life.
- The Abbot form of school government rests upon the assumption that each girl's code of personal honor holds her responsible for her own actions. Each girl is free to use her individual judgment, and must at the same time remain sensitive to the concerns of the community. She must recognize that these two conditions present a dual responsibility, which demands equal attention to personal honor and a sense of community.
- Honor Code** The School Government Association of Abbot Academy endeavors to encourage in each student humane and civilized qualities of character. By limiting rules as such, beyond those affecting health, scholarship, and safety, Abbot emphasizes a high sense of honor, individual responsibility, a constructive attitude, and consideration of another's rights and feelings. Students are helped both by their contemporaries and by faculty members to develop a cooperative attitude in matters affecting the happiness, welfare, and reputation of the group.

Every girl who enters the Abbot community is on her honor to uphold the rules and standards which the school considers necessary to the well-being of school life. Each girl is expected to bring moral pressure to bear on any member of the community who does not assume the responsibility of upholding these rules. In any case of violation of these rules and standards, therefore, any member of the school — students, faculty, housemothers, and administration — may take appropriate action.

Basic Honor Rules

A. Dishonesty

No student may give or receive help in any test or examination. Students are expected to do their own assigned work, except in instances where a teacher recommends or approves cooperative effort.

No student may falsify information on applications for leaves or forge paternal signatures or permissions. Students must adhere to the approved times of departure and return and to the approved mode of transportation unless special waiver has been granted. Hitchhiking is NEVER an approved mode of transportation.

No student may take or use another's property without the owner's consent.

B. Drinking

No girl may use or possess alcoholic beverages while she is under the jurisdiction of the school.

C. Drugs

No girl may use or possess drugs while she is under the jurisdiction of the school.

D. Smoking

No Prep or Junior may smoke while she is under the jurisdiction of the school.

Seniors and Senior-Mids who have parental permission may smoke in specified places at times approved by the administration.

"Jurisdiction of the school" is understood to apply to girls on and off campus except when a girl is away on weekend leave or vacation. At those times, however, the school expects each girl's conduct to reflect favorably on Abbot.

E. Unauthorized Absences

No girl may leave the Abbot campus between 5:30 p.m. (4:30 p.m. Winter Term) and 8:00 a.m. without permission except to go to P.A., returning by 8:00 p.m. (11:15 p.m. Saturday)

No Prep or Junior may be absent from her dormitory between 8:00 p.m. and 7:00 a.m. without the knowledge and consent of the Resident Advisor.

No Senior-Mid or Senior may be absent from her dormitory between 10:00 p.m. and 7:00 a.m. without the knowledge and consent of the Resident Advisor.

**THE CONSTITUTION OF
THE SCHOOL
GOVERNMENT
ASSOCIATION**

PREAMBLE

The School Government Association is a participatory association based on individual involvement which reflects the responsibility of each member.

ARTICLE I — Name and Membership

Section 1: The name of this association shall be the School Government Association of Abbot Academy.

Section 2: Membership in the School Government Association shall include the administration, faculty, housemothers, and students of the school.

ARTICLE II — Purpose

Section 1: The School Government Association shall function as a flexible system to strengthen a sense of community, and encourage cooperation among its members through dialogue and effective communication. It shall serve as a channel through which constructive opinions can be directed.

ARTICLE III — Town Meeting

Section 1: The basis for the school government shall be the town meeting. A town meeting is a convocation open to all members of the School Government Association.

Section 2: Town meetings shall be held at least once a month.

Section 3: Town meetings shall be directed by an Executive Committee. The Executive Committee shall be composed of a moderator and three secretaries, one of whom shall be a faculty member. The moderator shall preside over each town meeting and, together with the secretaries, shall be responsible for drawing up an agenda, recording proposals, and posting minutes from each meeting. One secretary shall be responsible for the treasury.

Section 4: At least forty-eight hours in advance of a meeting, any proposals or topics for discussion shall be received by the Executive Committee. An agenda for the meeting shall be drawn up and posted at least twenty-four hours in advance. On measures requiring a vote, all members of the School Government Association may vote. A 2/3 majority shall be considered a quorum.

Any measure passed at a town meeting shall be subject to the approval of the Principal.

Section 5: Students on the Executive Committee may be elected from any class. Nominations and elections for all offices may be made by all members of the School Government Association. All nominations shall be subject to the approval of the administration. With the exception of one secretary and the moderator who shall serve two consecutive terms, officers shall change each term and no other person may hold office consecutively, though an office may be held more than once in a school year. The

secretary serving the double term shall be chosen by the three secretaries during the first term and the moderator shall be elected for two terms. In case of the resignation of an officer before her term has expired, a special election shall be held.

ARTICLE IV — House Government

Section 1: There shall be a system of house governments based on mutual cooperation and consideration. The students in each dormitory together with the Resident Advisor shall be responsible for deciding the rules of courtesy which govern that dormitory. All such rules must be approved by the administration.

Section 2: Each outside house and each corridor in Draper shall elect a leader who shall work with the Resident Advisor to enforce house rules, to conduct house meetings, and to represent her house or corridor at Town Meetings when necessary. Elections shall be held each term.

ARTICLE V — Honor Board

Section 1: The Honor Board is a judiciary body which acts in an advisory capacity to the administration. It also serves as a court of appeals.

Section 2: The Honor Board shall be made up of five persons: one girl from each class and one faculty member. Each girl shall be elected by her own class and the faculty member shall be elected by the faculty. All nominations shall be subject to the approval of the administration. The members of the Honor Board shall serve for two terms on a rotating basis to insure continuity. The chairman of the Honor Board shall be chosen each term by the Board from its own membership. No person may hold office consecutively, though an office may be held more than once in a school year.

ARTICLE VI — Amendment and Ratification

Section 1: Amendments to this Constitution may be proposed by any member of the School Government Association and shall be ratified by a two-thirds vote of the members of the School Government Association, with the approval of the administration.

Section 2: This Constitution shall be ratified or dissolved when two-thirds of the members of the School Government Association vote in favor of its ratification or annulment. Its ratification or annulment shall be subject to the approval of the administration.

AMENDMENTS — ARTICLE I

Any proposal brought up as completely new business without having been on the agenda may be debated at any length during the Town Meeting but not be voted on until the following Town Meeting.

Board of Trustees

Philip K. Allen, President
G. Grenville Benedict
Melville Chapin
James K. Dow, Jr., Treasurer
Mrs. Carl F. Floe
Donald A. Gordon, Principal
Mrs. Lenert W. Henry
Mrs. Edmund W. Nutting
Lovett C. Peters
E. Benjamin Redfield, Jr.
Guerin Todd

Andover
Providence, R.I.
Cambridge
Andover
Belmont
Andover
New London, N.H.
Rockport
Chestnut Hill
Swampscott
Fairfax, Va.

Alumnae Trustees

Mrs. John E. Cain, Jr.
Mrs. John B. Ogilvie

Weston
Darien, Conn.

Trustees Emeriti

John Radford Abbot
Mrs. Reeve Chipman
Burton S. Flagg
Mrs. Wilbur K. Jordan
Rev. Sidney Lovett
Mrs. Horatio Rogers
George Ffrost Sawyer
Stoddard M. Stevens

Andover
Hutchinson, Kansas
North Andover
Cambridge
New Haven, Conn.
North Andover
Durham, N.H.
Short Hills, N.J.



Administration

DONALD A. GORDON, Principal
B.A. Yale University; M.A. University of Pennsylvania

CAROLYN GOODWIN, Director of Studies; Mathematics (Chairman)
B.A., M.A. Smith College

CAROLYN JOHNSTON (Mrs. Malcolm), Dean of Students; English
B.A. Radcliffe College; Tufts University

PETER THOMAS STAPLETON, Assistant to the Principal; English
B.A. Yale University; M.A.T. Harvard University

MARION FINBURY (Mrs. Herbert), College Counselor
B.A. Vassar College

FAITH HOWLAND KAISER (Mrs.), Director of Admissions; Latin (Acting
Chairman)
B.A. Wellesley College; Harvard University Graduate School of Arts and
Sciences

RICHARD E. SHEAHAN, Director of Development
University of Oregon

RICHARD C. GRIGGS, Business Manager
B.A. Princeton University; Trenton State Teachers College

Administrative Assistants

JAMES L. BUTLER, Superintendent of Building and Grounds

LUCY B. COLE (Mrs. Edward), Director of Permissions

FLORENCE P. GRIFFITH (Mrs.), Registrar
B.A. American University

SARAH PROCTOR, Director of Food and Housing

DORIS E. SACHSE (Mrs. Malcolm), Assistant to the Business Manager

THERESA STEWART (Mrs. Robert), Bookstore Manager
B.S. University of Massachusetts

CATHERINE JANE SULLIVAN, Alumnae Secretary
B.A. Wheaton College; Ed.M. Boston University; Harvard University

PRISCILLA WILE (Mrs. Perry S.), Assistant to the Business Manager

DEBORAH BRIGGS WITTE (Mrs. Richard), Assistant to the Director of
Admissions
B.A. Lawrence University

Faculty

MARIE BARATTE, French
Baccalaureat-es-Lettres, University of Rennes; B.S. Dumfermline H.S.; M.A.
Edinburgh University

JEAN DIETEL BENNETT (Mrs. John), Mathematics
B.A. Pembroke College; Ed.M. Harvard University

AUDREY N. BENSLEY (Mrs. Gordon G.), Ceramics
Hood, Jackson, University of New Hampshire

ANNE BUGBEE (Mrs. Bruce), English
B.A. Bennington

SUSAN CLARK (Mrs. David D.), Latin; Greek
B.A. Swarthmore; M.A. Yale University

PATRICIA CORKERTON, Spanish
B.A. Skidmore College; Boston University; Middlebury College

MARGARET COUCH (Mrs. James H.), Librarian
B.A. Wheaton College

EDWINA FREDERICK (Mrs. Wayne), French
B.S. in Education, Southeast Missouri College; M.A. Columbia University

PATRICIA FREUND, Biology; Ecology
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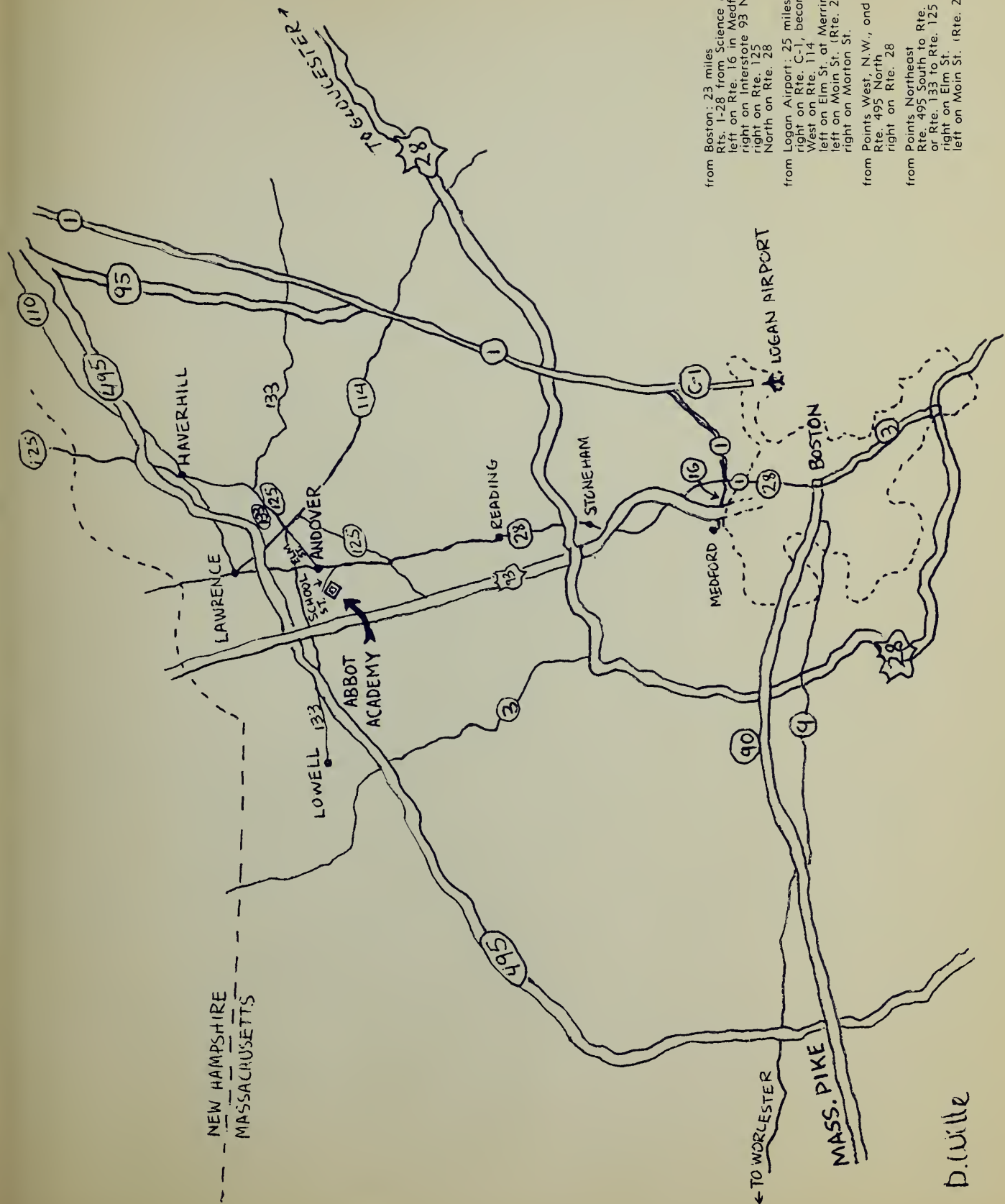
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Faculty Apartments



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